

SCHOOL BOARD OF BROWARD COUNTY

AUDIT COMMITTEE MEETING

KC Wright Administration Building

Boardroom

Date Taken: May 7, 2026

Time: 10:00 a.m. - 12:10 p.m.

Court Reporter:

Emily Scott, Stenographic Reporter

Bass Reporting Service, Inc.

Litigation Building

633 South Andrews Avenue, Suite 202

Fort Lauderdale, FL 33301

1 COMMITTEE MEMBERS IN ATTENDANCE:

2 Ms. Mary Fertig, Chair
Ms. Phyllis Shaw, Vice Chair
3 Mr. Robert Mayersohn
Mr. Anthony DeMeo, CPA
4 Mr. Andrew Medvin, CPA
Mr. Lew Naylor
5 Mr. Chris Upton
Ms. Mariah Rabideau
6 Ms. Rachel Rosas
Ms. Muriel Theophin-Atilus

7
8 SUPERINTENDENT OF SCHOOLS:

9 Dr. Howard Hepburn

10 OFFICE OF THE CHIEF AUDITOR STAFF:

11 Mr. Mark Magli, Chief Auditor, Office of the Chief
Auditor (OCA)
Ms. Nakia Gouldbourne, Manager, Internal Funds, OCA
12 Ms. Elena Pritykina, Manager, Operations, OCA
Ms. Merlin Butler, Manager - Property & Inventory, OCA
13 Mr. Bryan Erhard, System Support Specialist II, OCA
Mr. Derek Tillman, Executive Secretary, OCA
14 Ms. Octavia Allen Hardaway, Clerk Spec C, OCA

15
16 DISTRICT STAFF:

17 Mr. Alan Strauss, South Regional Superintendent,
Teaching & Learning
18 Mr. Ryan Smith, Director, Business Support Center
Dr. Valerie Wanza, Chief Strategy & Innovation Officer
19 Mr. Jeff Whitney, Director of Budget
Mr. Christopher Akagbosu, Director of Facility
20 Planning & Real Estate
Ms. Belinda DeFoor, Procurement & Logistic Operations
21 Ms. Lavinia Freeman, Minority-Women (MWBE) Specialist,
Economic Development Opportunities &
22 Compliance
Ms. Cenira Infante, Procurement & Compliance

23
24 INVITED GUEST(S):

25 Ms. Emily Scott, Court Reporter, Bass/United Reporting

1 Thereupon, the following proceedings were had:

2 - - -

3 MS. FERTIG: Okay. All right. So we are
4 going to start, and we have until noon to finish
5 our agenda. So we're going to call the meeting to
6 order, yes, and welcome to everybody. And we're
7 just going to go around and introduce ourselves by
8 way of -- and we have a new member to welcome, so
9 we have a lot of good things today.

10 Dr. Hepburn, we'll let you start by
11 introducing yourself.

12 DR. HEPBURN: Thank you. Happy to be here.

13 Dr. Howard Hepburn, Superintendent.

14 MS. SHAW: Good morning, Phyllis Shaw,
15 PTA/PTSA.

16 MR. NAYLOR: Good morning.

17 Lewis Naylor, representative for Sarah
18 Leonardi.

19 MR. MEDVIN: Andrew Medvin, representing Dr.
20 Holness.

21 MS. ROSAS: Rachel Rosas, representing Lori
22 Alhadeff.

23 MS. FERTIG: Go ahead.

24 COURT REPORTER: Oh, Emily Scott, court
25 reporter, United Reporting.

1 MS. FERTIG: Okay.

2 MS. GOULDBORNE: Nakia Gouldborne, Office of
3 the Chief Auditor.

4 MR. MAGLI: Mark Magli, Chief Auditor.

5 MS. THEOPHIN-ATILUS: Muriel Theophin-Atilus,
6 DAC Rep.

7 MS. FERTIG: Welcome.

8 MR. DE ME0: Anthony De Meo, Dr. Zeman.

9 MR. MAYERSOHN: Bob Mayersohn, Dr. Hepburn's
10 representative.

11 MS. FERTIG: And Mary Fertig, and I'm here to
12 represent Nora Rupert.

13 So, welcome, everybody.

14 And do you want to introduce yourselves in the
15 back?

16 MR. AKAGBOSU: Chris Akagbosu, Director of
17 Facility Planning & Real Estate.

18 DR. WANZA: Good morning.

19 Valerie Wanza, Chief Strategy & Innovation
20 Officer.

21 MR. WHITNEY: Jeff Whitney, Director of
22 Budget.

23 MR. SMITH: Good morning.

24 Ryan Smith, Director, Business Support Center.

25 MS. FERTIG: Okay. I'm sorry, I'm just

1 logging in here, so . . .

2 We have people -- oh, I guess, yes.

3 You want to just introduce yourselves real
4 quick?

5 MR. MAGLI: I can introduce them, since they
6 can't be heard.

7 MS. FERTIG: Okay.

8 MR. MAGLI: Elena Pritykina, who is our
9 manager of operational audits.

10 Merlin Butler, who is our new manager -- well,
11 fairly new manager of Property & Inventory.

12 Octavia Allen Hardaway, who is our great
13 support assistant person.

14 Derek Tillman, also in support; and Bryan
15 Erhard.

16 If I could have just a couple seconds?

17 MS. FERTIG: Yep.

18 MR. MAGLI: Thank you, everybody, for being
19 here. I know we have a little bit of a crammed
20 agenda now, because we added some things that we
21 thought were important at your request, and that's
22 why these folks are here. We appreciate that.

23 We welcome Dr. Hepburn and our new members.

24 And, also, I appreciate all of you spending
25 your time here with us again today. So we'll get

1 going -- oh, we need to do the pledge.

2 MS. FERTIG: Yep, I was discussing it.

3 MR. MAGLI: Sorry.

4 MS. FERTIG: That's great. Let's do it.

5 Please join me in the pledge.

6 (Pledge of Allegiance was recited.)

7 MS. FERTIG: Okay. Are you adding anything to
8 the agenda today?

9 MR. MAGLI: I am not.

10 MS. FERTIG: Okay. So is there a motion to
11 approve the agenda?

12 MR. MAYERSOHN: Motion to approve.

13 MS. SHAW: Second, Phyllis.

14 MS. FERTIG: All in favor?

15 COMMITTEE MEMBERS: Aye.

16 MS. FERTIG: Thank you.

17 Okay. Do we have any public comment?

18 MR. MAGLI: We have no public comment.

19 MS. FERTIG: All right.

20 MS. SHAW: Madam Chair?

21 MS. FERTIG: Yes.

22 MS. SHAW: May I, please?

23 Good morning, everyone. On behalf of Public
24 Service Recognition Week, I want to say thank you
25 to all of you for the work that you continue to do

1 for all of our children across the wonderful
2 Broward County, and we appreciate you.

3 MS. FERTIG: Yes.

4 MR. MAGLI: Sorry. I also wanted to recognize
5 everybody, because they were acknowledged this
6 week. You have something in front of you from all
7 your works from our Office of Strategic
8 Partnerships for all your work for the District,
9 and I just wanted to acknowledge that.

10 MS. FERTIG: Thank you. And I see Chris --
11 Chris has joined us.

12 Hi, Chris.

13 MR. UPTON: Good morning.

14 MS. FERTIG: So we are down to approval of the
15 minutes for January 29th and March 2nd.

16 MR. MAYERSOHN: Motion to approve January 29th
17 and March 2nd.

18 MR. NAYLOR: Second.

19 MS. FERTIG: Okay. Do we need to do them one
20 by one?

21 COMMITTEE MEMBERS: No.

22 MS. FERTIG: Okay. All in favor?

23 COMMITTEE MEMBERS: Aye.

24 MS. FERTIG: Opposed.

25 Okay. Thank you. Motion carries.

1 And, Dr. Hepburn, we are so happy to have you
2 here today. I -- do you want to say anything or
3 just listen? Yeah.

4 DR. HEPBURN: Absolutely.

5 And, again, thank you for having me. You
6 know, sorry I can't make them all, just the
7 calendars only provide so much time, but happy to
8 be here. Thanks for all that you do to support
9 Broward County Public Schools.

10 The -- you know, we are -- love the leverage
11 when it comes to accountability. For me, feedback
12 is always a gift, and it's the gift that help us
13 get better quicker and really, you know, address
14 any issues or update our protocols and practices,
15 just to make sure we're good stewards of our
16 taxpayers' dollars and we're good stewards to
17 making sure our processes are efficient but yet,
18 also, effective.

19 Also, I would be remiss if I didn't thank our
20 teachers, also. It's Teacher Appreciation Week,
21 and they also -- within that week, you also have
22 Teacher Appreciation Day, which was actually on
23 Tuesday. So definitely thanks to our staff at the
24 schools, who are doing amazing -- an amazing job
25 day in and day out on creating those high-quality

1 learning opportunities for our kiddos that help us
2 remain an A-rated school district. So sincere
3 appreciation for our teachers and instructional
4 staff that do the hard work every day in our
5 schools.

6 Again, thank you for the support. Thank you
7 for the level of accountability that you ensure --
8 to ensure that BCPS remains a high-functioning
9 district for today and in years to come.

10 Thank you.

11 MS. FERTIG: Okay. Well, thank you.

12 Okay. Our first -- well, we're actually on
13 number six, but we are going to be looking at
14 the -- at the audit for the internal funds of
15 selected schools and progress report.

16 Mark, did you have any comments you wanted to
17 make before we begin?

18 MR. MAGLI: No. I was just prepared to
19 introduce the item --

20 MS. FERTIG: Okay.

21 MR. MAGLI: -- and what we did.

22 But I did want to, as a matter of
23 housekeeping -- and it's something Nakia and I were
24 talking about -- we provided you guys with written
25 copies -- or hard copies of everything. There is a

1 lot of material that's put in there for
2 non-exceptions that is enormous -- an enormous
3 amount of pages, which we're happy to provide it.

4 But if you don't feel like you need that -- we
5 certainly have the electronic copy at all times
6 posted. That's just something I just wanted to
7 throw out there, so we could kind of remedy that
8 going into the next year or -- or maintain for the
9 next year, as that would be.

10 MS. FERTIG: Okay.

11 All right. Any comments on that?

12 Yeah, Lew.

13 MR. NAYLOR: I think it's a great idea.

14 MS. FERTIG: Yeah.

15 Anybody want every piece of paper?

16 Okay.

17 MR. MAGLI: Okay. We'll make that adjustment.
18 We just wanted to run it by you first before we
19 just went ahead and did that.

20 Okay. So we can proceed.

21 This report provides an overview of the
22 internal funds audits. The audit evaluated
23 compliance with applicable statutes, School Board
24 policy financial control requirements with an
25 emphasis on internal controls, receiving

1 disbursements and fund management.

2 There are 68 audits that were conducted and
3 included in this report, of which 55 generally
4 followed pol- -- followed prescribed policies and
5 procedures. There was 13 locations that had some
6 exceptions.

7 And I will open it up for any questions.

8 MS. FERTIG: Okay.

9 Yes, Mr. Medvin?

10 MR. MEDVIN: I noticed, in looking at the
11 exceptions, it seemed to me that there was a number
12 of times where there were problems related to the
13 yearbooks. And I'm just wondering, is this a
14 systematic problem with yearbooks and the
15 procedures and the ways that we deal with
16 yearbooks? It seems like that there were
17 deficiencies because there were too many ordered,
18 you know, this type of problem. And I'm wondering
19 if the universe has changed regarding yearbooks and
20 how they worked since when I was in school.

21 MR. SMITH: Through the Chair, Ryan Smith,
22 Director of the Business Support Center.

23 I think the landscape has shifted. I think
24 we've seen our high schools continue to struggle
25 with a lack of yearbook sales in today's digital

1 environment.

2 I think, to compound that, three years ago the
3 RFP also shifted, and it allowed for different ways
4 to purchase yearbooks. And as we modernize,
5 sometimes our systems have to modernize with it,
6 and we didn't do that in this case so we caught it
7 after the fact. And as you -- as this team knows,
8 we audit a year in arrears. So by the time we
9 discovered these, there are already exceptions.
10 They've already happened. At that point, we are
11 just trying to prevent them from happening in the
12 future.

13 And I do think, working with the OCA and their
14 recommendations and working with procurement and
15 logistics, we're going to look at the bid
16 differently and then we're going to look at how we
17 operate differently. And together, we believe that
18 that will get a handle on this situation.

19 Thank you.

20 MS. FERTIG: Okay. Lew and then Rachel.

21 MR. NAYLOR: All right. Just a question, have
22 you enumerated some of the causes of the issue that
23 you could share?

24 MR. SMITH: Yes, we have.

25 The biggest piece is, when we updated the RFP,

1 it allowed for parents to buy yearbooks directly
2 from the vendor; and in some cases, it was creating
3 conflict with the reporting, because we had the
4 vendor collecting revenue, the school collecting
5 revenue, and we had a bookkeeper trying to make
6 sense of all that information, often with a delay.

7 So many of our locations are either deciding
8 to pull all of the sales in-house and do it through
9 the location or push them all to the vendor so that
10 we have consolidated revenue reporting, which will
11 help us complete the financial reports more
12 accurately and keep tabs on the number of sales.

13 In addition, many of the high school
14 principles that work with the BSC, and even the
15 ones that do not work with the BSC, we have had
16 some very honest conversations about adjusting the
17 level of books that are purchased to prevent
18 overages that have resulted in a few of the
19 exceptions you're looking at.

20 MR. NAYLOR: Go ahead.

21 MS. FERTIG: Go ahead, Rachel.

22 MS. ROSAS: Yes. I just had two questions on
23 the Coral Glades criminal investigation. I wasn't
24 understanding the significance of BSC versus
25 non-BSC bookkeepers. Is that -- what's the

1 difference?

2 MR. SMITH: That's a great question, and thank
3 you for the clarification.

4 Really, it's a supervisory chain. With the
5 schools that work with the Business Support Center,
6 they report directly through me as the director of
7 the Business Support Center.

8 In this case with Coral Glades, as a
9 non-Business-Support-Center school, the supervisor
10 would be the principal directly.

11 MS. ROSAS: Okay. And then, on the Nova High,
12 who had quite a few findings, they were two years
13 in a row the exact same exception, where they --
14 they ignored the 5- to 50,000-dollar policy for the
15 prom vendor -- I think was decor or something --
16 and they selected the same vendor, even though they
17 had a finding for it the year before.

18 And I didn't know if that was a timing
19 mismatch; but I was assuming that, if you get an
20 exception one year, the next year, you would try to
21 do better. But I don't know the exact details of
22 what happened.

23 MR. SMITH: It is timing, but when we provide
24 coaching and coaching doesn't work, we do work with
25 our professional standards team to ensure that we

1 follow up in accordance with District standards.

2 MS. ROSAS: Okay. Thanks.

3 MS. FERTIG: Yes, go ahead.

4 MS. THEOPHIN-ATILUS: Yes, good morning.

5 As DAC rep, and also I am staff chair for
6 Coconut Creek High School, and I just see the
7 findings. Is that -- I don't know if it's -- if I
8 can, at this time, ask that a deeper audit be done
9 into Coconut Creek's findings?

10 Because earlier this year, I asked to do a
11 governance and compliance review, and they -- I
12 have not still, to this day, gotten any
13 documentations of the funds or the reports. And
14 so, you know, I believe that's a big issue. As
15 staff chair, I do believe there are some things
16 that need to be looked into.

17 MS. FERTIG: Okay. We're going to get to the
18 audit plan later on the agenda, so if you just kind
19 of hold that --

20 MS. THEOPHIN-ATILUS: Okay.

21 MS. FERTIG: -- until we get there.

22 Yes, Phyllis?

23 MS. SHAW: Good morning, everyone.

24 And I didn't get a chance to go back and look
25 to see the number of exceptions we had in the past

1 three audits, but I thought this was a bit higher
2 than previous; and if that's the case, have we
3 thought about how, why, are there some new SOPs
4 that we need to put in place or tooling and
5 reschooling, if that's the case?

6 MR. MAGLI: To your question, thank you.

7 There is a number of different conditions.
8 One thing that's very important -- and even since
9 I've come back, we've talked, and I know that the
10 OCA has been putting out trending reports and
11 things like that from year to year. Nakia heads
12 that division, so, of course, she's been
13 instrumental in putting that report together, and
14 we'll do it again.

15 So at that point, we're kind of summarizing
16 what are the continuing issues relative to that,
17 and I think that one of the pieces -- and we talked
18 about it, and Mr. Smith mentioned, also -- is just
19 sheer instruction and awareness. A lot of these
20 things that occur, if it happened in one place may
21 happen in other places, and we need to address
22 that.

23 One of the other considerations -- and she and
24 I have been speaking about -- is even in the
25 beginning of the year, in setting forth the

1 documentation and compiling those things that would
2 even be needed -- not just for audit, but just for
3 backup -- and making sure they document things
4 correctly and properly that would later be
5 requested during an audit and they're not scattered
6 and lost and things like that, and doing an
7 accounting at the year-end close to ensure that
8 those things are put together and maybe a
9 checklist, based on this trending report, based on
10 what's been reported today and other reports during
11 the year, and say how do we avoid that and what are
12 the changes.

13 One of the things that I've reached out to
14 Mr. Smith about was some of the changes that
15 they've made with the standard practice bulletins
16 and things like that and to make pronouncement and
17 make sure that people understand any changes that
18 occur, just like you would with policy, and make
19 sure that people are clear; and that it's not just
20 a change to kind of accommodate a situation, but to
21 improve the controls.

22 So the other part of that is, of course, this
23 particular report is very big, as far as numbers of
24 schools, and that's -- while she works with her
25 team and they've done a great job to keep us on

1 path with percentage requirements and things of
2 completion based on the balance, at this point, we
3 kind of have a lot of reports to come forth, too.
4 So percentage-wise, it's going to be a little bit
5 higher at the end of the year.

6 MS. SHAW: Madam Chair, may I continue?

7 MS. FERTIG: Yes.

8 MS. SHAW: So and I also think we also need to
9 be mindful of where the information is going. So
10 we may create SOPs and -- standard operating
11 procedures, for those folks that don't know what
12 "SOP" means -- but it may go to only certain
13 individuals and the person who needs to be
14 gathering the information or doing the actual work,
15 or certain aspects of it, it may not be flowing to
16 them.

17 And I think we also need to be very mindful of
18 that, that if it's the bookkeeper, that the
19 bookkeeper has a great understanding that --
20 whatever that checklist is or whatever the standard
21 operating procedure is and the expectations of what
22 we need to do.

23 And with this audit coming out, making sure
24 next year, whether it's the -- whether it's the --
25 it's the yearbook or anything else that could be

1 repeated, that it's also put into place and some
2 kind of training process is done and everyone is
3 aware that: Okay, we're looking -- these are some
4 of the things that we're looking at for the audit.
5 These are some of the items that could create
6 exceptions on your audit, and let's make sure it's
7 going on down to -- even down to the janitor.

8 MR. MAGLI: And I agree with that.

9 Again, some of the things that have been
10 implemented through our shop -- you know, maybe
11 Mr. Smith can speak more closely to what training
12 is ongoing and things. There is obviously
13 transition that also occurs at schools with staff.
14 But we don't have the luxury, if somebody changes a
15 position, to stop what has to happen. That's one
16 consideration.

17 But relative to the training, some of it's
18 centralized in that environment, but the schools
19 all need to know what's happening, and I agree. So
20 I -- we always encourage, you know, management to
21 put forth training to ensure that the staff has
22 what's necessary.

23 MS. SHAW: Thank you.

24 MS. FERTIG: Okay. Yes. Am I missing -- is
25 everybody over here finished?

1 MR. NAYLOR: Go ahead. I'll wait.

2 MR. MAYERSOHN: No, you can go.

3 MR. NAYLOR: Okay. My question is, what is
4 really the definition of fundraising/events? Are
5 we only talking about fundraising events, or are we
6 talking about fundraising/events that collect
7 money?

8 MS. GOULDBORNE: So in -- in what we're
9 talking about with fundraising, there are
10 high-revenue events that happen, as well, which
11 we've kind of had a gray area as to whether or not
12 those -- those events are fundraisers.

13 And so, in some cases, when you have a prom,
14 it might pay for itself and there is no money left
15 over; but if a prom has a -- you know, residual
16 revenue of 20,000 or over that, then, in essence,
17 that is a fundraiser because the senior class can
18 go ahead and use that for other events.

19 So we -- we put them together because, in some
20 cases, those proms, those homecomings do generate a
21 lot of money for the school and that --

22 MR. NAYLOR: Right. So they should be subject
23 to audit.

24 MS. GOULDBORNE: That is our recommendation,
25 yes.

1 MR. NAYLOR: Okay. Thank you.

2 MS. FERTIG: Okay. Over here, you want to
3 start and go around?

4 MR. MAYERSOHN: Yeah, I'll start.

5 So a couple of questions that I have, on -- if
6 you're looking at page 92, the response from
7 Mr. Smith, going down: Disbursements, BCS supports
8 recommendations, request to initiate policy
9 development has been submitted to the office of the
10 CFO.

11 Is there a timeline to make changes or to look
12 at the policy?

13 MR. SMITH: Ryan Smith, director of business
14 support center.

15 I believe that it's under consideration. I
16 think it would be inappropriate for me to speak on
17 the work of my supervisor, but I know that she's
18 aware of it and the department is looking at it
19 closely to figure out how we can make sure we
20 position these schools for success.

21 MR. MAYERSOHN: Can we get a followup by our
22 next meeting of where that's at, and potential
23 timeline or decision-making that there is no need
24 to make a change, you know, whatever the outcome
25 may be?

1 The sales tax due for the parking decals, I
2 know there was another school that had it remitted
3 to the District by 4/23. Has that been
4 accomplished?

5 MR. MAGLI: It has, yes.

6 MR. MAYERSOHN: Okay. And then, the -- I
7 mean, obviously, on this, the purchasing policies,
8 whatever, has there been any reprimand for the
9 school or people involved?

10 Because to me, that's -- I mean, that seems
11 like a standard type of purchasing, you know,
12 knowing that 50,000 or between whatever needs to
13 have bids, three bids. I mean, that's commonplace.
14 So I want to know if there has been any type of
15 reprimand, whether it's additional training or
16 whatever.

17 MR. SMITH: Correct. We absolutely provide
18 additional remediation from a training perspective.
19 And then, as you can see in a few of my responses,
20 I will reference documentation and followup actions
21 consistent with District standards have been
22 completed as applicable to reinforce compliance
23 with internal access controls -- account controls.

24 Typically, when that statement is on an audit,
25 that means I've conferred with professional

1 standards, who would be the equivalent of HR
2 outside of the District.

3 MR. MAYERSOHN: Okay. And then finally, the
4 Pcard usage, can you -- because, again, I know
5 internal control or internal Pcard usage is
6 different than general fund usage, and I think -- I
7 think I addressed this before about loading a card
8 with, you know, funds and saying, "Here, use it."
9 To me, that's not Pcard; that's like giving you a
10 gift card and saying "Here, when it runs out, it
11 runs out."

12 Can you explain to me the process that takes
13 place now -- because, in reading some of this, I
14 guess my question is: Has that process been
15 changed?

16 So explain to me from -- I get a Pcard, you
17 know, from top to bottom, how that internal control
18 or internal funds operates.

19 MR. SMITH: Yeah, so this process was changed
20 back in September in response to an audit report.
21 The OCA made an observation that they believed the
22 way the money was being encumbered could impact the
23 financial statements of the school in question. We
24 agreed with that assessment.

25 We looked at the process and wanted to really

1 make it, in essence, the same as our other Pcards.
2 So similar to the purchase cards that we would use
3 in budget -- because you reference the difference
4 between the two -- the standards for obtaining a
5 Pcard is exactly the same.

6 The only difference -- and it's really not
7 different; it's very similar to how it's done in
8 budget, it's just through a different system -- is
9 when someone at the school, and for this case we'll
10 say a culinary club needs to purchase supplies for
11 their culinary class, they will complete a funding
12 request that will be approved by the principal in
13 advance.

14 And that's critical, because when we spend
15 internal funds or student activities money, it
16 requires preapproval from the principal. Once that
17 has been approved, the bookkeeper will encumber
18 those funds within the school's financial on the
19 internal-funds side and then request Procurement to
20 make those funds available on the card.

21 And then, with a Pcard, they'll make the
22 purchase. And then, when the Pcard statement comes
23 in, they will reconcile it, just as they would on
24 the budget side. And then the money would be
25 transferred from the holding account into the main

1 payable account, and then we will pay the bill.

2 MR. MAYERSOHN: Okay.

3 MR. SMITH: So I think it's important to note,
4 this was a big concern because, in the past, these
5 funds were being encumbered through the Business
6 Support Center. So they were, in essence, being
7 removed from the school, held in our -- our
8 account, and then we would pay the bill from there.
9 We've left that in the name of controls to say that
10 the funds that a school spends on a purchase card
11 are held at the school, but they are encumbered so
12 that a school cannot spend funds that were
13 allocated to one initiative for another initiative.

14 MR. MAYERSOHN: And is there any -- from the
15 Business Support Center, is there any review of
16 this process so -- you know, checking on schools or
17 having final oversight? How does that work?

18 MR. SMITH: Correct. So I think that -- if
19 you look back at Pcards, I think they were probably
20 the number one audit item, because when we -- when
21 they first came up and we realized there was a
22 problem, the year had already closed. So we were
23 getting exceptions for a number of schools that had
24 the same issue. So it was important that we got it
25 fixed.

1 As far as the review process, the bookkeeper
2 reviews to make sure that the request is in
3 alignment with the stated purpose and allowed use
4 of these funds. So that is the control. And
5 because the funds never leave the school, then,
6 when the statement comes in, the Pcard holder will
7 provide all the receipts, all the backup, all the
8 pre-approvals; and the bookkeeper will review those
9 one more time to make sure that everything was done
10 in accordance with standards.

11 So, for example, there are some things that
12 are taxable, some things that aren't taxable. We
13 need to make sure that if things are taxable, they
14 weren't purchased with the Pcard, because our
15 Pcards are designed not to be taxable.

16 So those things do happen, and they are
17 reviewed on an annual basis.

18 MR. MAYERSOHN: So what you're saying is, the
19 bookkeeper is the oversight person for that usage?

20 MR. SMITH: That is correct.

21 MR. MAYERSOHN: Okay. Thank you.

22 MS. FERTIG: Mr. De Meo?

23 MR. DE MEO: Hi, Mark.

24 MR. MAGLI: Hello, sir.

25 MR. DE MEO: Are you presiding over your first

1 audit committee meeting? Is that today?

2 MR. MAGLI: Yes, it is.

3 MR. DE MEO: Oh, well, congratulations.

4 MR. MAGLI: Thank you.

5 MR. DE MEO: So, accordingly, let me start
6 from the top and set some benchmarks, so that I
7 can -- we can move forward with a mutual
8 understanding.

9 The report refers to the financial statements
10 of the school. I think we should consider saying
11 specifically the statement of changes, what is it,
12 "statement of changes in fund balances," because it
13 may mislead somebody to think that we audited some
14 financial statements, and I don't think we did. So
15 that's the first thing that I noted.

16 The second thing is, we mention how the
17 internal controls function in accordance with their
18 design or properly -- they were properly designed.

19 As we know, without undertaking a separate
20 distinct audit of internal controls, we shouldn't
21 make conclusions like that as auditors. So what
22 I'm suggesting is that we might say we didn't have
23 any findings or, you know, might want to consider
24 the language that we use there.

25 And this is tied to something a little

1 broader, too. I don't know, a year or two ago, we
2 asked your predecessor to include the definition of
3 the various funds. That's very helpful, and what
4 it did for me --

5 Yeah, near the end of the report.

6 What it did for me was bring to my recognition
7 that this is a huge undertaking. 260 schools, you
8 know, seven or eight funds, it's enormous. Now, I
9 know it's statutory and we don't have any real
10 discretion on what -- you know, doing it or not
11 doing it, performing these audits. However, even
12 though there is a lot of work there and I recognize
13 that, the reports that we've been relying on don't
14 really tell us what the scope is.

15 For example, on trusts, if there is a trust,
16 is there a trust agreement? Did we determine --
17 and I don't want to get too -- too far into the
18 weeds; I just want to give you some examples so
19 that maybe in the future, our report will indicate
20 what we did, maybe for each trust fund and the
21 scope of it.

22 For example, did we test 80 percent of the
23 transactions? Did we -- did we sample them? Did
24 we substantively test them? Did we trace
25 transactions to the source document that gives rise

1 to the authority for that transaction? Did we look
2 at trust accounts? Did we look at minutes of clubs
3 for their intention with regard to contributions
4 and disbursements? Did we test compliance with the
5 District centralized Pcard purchasing? Did we look
6 at ticket stubs? Were we physically present to
7 observe ticket sales? Because there's not a lot of
8 controls over ticket sales, right, between number?
9 Do we look at how many kids went on a field trip
10 and compare that to the revenue for revenue
11 completeness?

12 So I think, without overburdening you -- I
13 know you're doing the work -- maybe we could expand
14 the report, make it a boilerplate, and have all of
15 those things in there so that we, as a committee,
16 and the school board, can be assured that what
17 they're looking at represents something that not
18 only complies with -- with the statutory
19 requirements but our own policies internally.

20 So I'm suggesting that. I hope it's not too
21 burdensome. I think it would make the reports
22 really meaningful, and I think we could cut back
23 the amount of time we spend on these things,
24 because this report is very important and the
25 following report on the inventory -- you know, I

1 know we're not there yet -- a lot of these things
2 aren't material. In fact, the scope of the funds
3 aren't even within the external auditor's purview
4 for -- for the audit. Because -- I don't know,
5 there is \$20 million, it's not material to them.
6 And I think it's been expressly excluded in the
7 proposal for audit services. They don't look at
8 these funds.

9 So it's important what you're doing, but it's
10 also important to know the nature of the work
11 that's being performed, the scope and the findings.

12 And I'll make one other recommendation before
13 I leave this area. I'm not so sure that the word
14 "audit" is really -- that word is thrown around,
15 right? "Audit," what does "audit" mean, right?
16 Somewhere in ancient language, "audit" is hearing,
17 right? It means different things to different
18 people. To auditors, CPAs, it means one thing; to
19 a layperson, it means something else. It's not
20 precise language like they use in medicine or Latin
21 in law, right?

22 So in the profession, as you know, "audit" has
23 a very specific meaning. It means you're
24 expressing an opinion on something. It might be
25 better for us to list the procedures and say, "Here

1 is our findings" or "There were no findings, there
2 were no -- there were no material breaches of
3 internal control" or "We found that the internal
4 control over this particular area was poorly
5 designed or it's operating -- not operating
6 properly, manual -- manually."

7 So I'd like to consider all that. I'd be
8 happy to talk to you about it, and I don't want to
9 take too much time here; but I think we can really
10 take and reflect on the work that you're doing and
11 put it in the language that makes a lot more sense
12 without a lot of work.

13 So that's a lot I know, but --

14 MR. MAGLI: So I appreciate the input, and, of
15 course, there has been a longstanding way of how
16 things were kind of formulated. In layman's terms,
17 for people to understand, too, there's kind of a
18 fine understanding between those two things; and
19 certainly, from the materiality, speaking to the
20 financial reporting is significantly different. We
21 try to give an individual case-by-case scenario
22 here, as well. That's how it's been laid out. But
23 we certainly can evaluate it, and I'd be happy to
24 talk to you about it a little bit further.

25 You know, this is more of a representation, as

1 much as people's familiarity with understanding
2 what we are trying to report and present and to get
3 them -- you know, they're kind of familiar with
4 that, but it doesn't mean that there are some
5 things that can't be modified or expanded to make
6 it more clear.

7 Certainly, within the framework of the
8 programmatic audits that we do, particularly
9 internal funds, there is -- there is things laid
10 out and decisions that are made about what we're
11 looking at and things like that. And based on the
12 subjects that -- that come about relative to the
13 findings and things, we tend to look to emphasize
14 and deemphasize certain considerations, as you
15 would do. When, sort of, things become remedied,
16 we don't have to necessarily focus on those things.

17 So, to your point, I mean, those are things
18 that we definitely want to consider moving forward.

19 MS. FERTIG: And I'm wondering if, maybe as we
20 do our next one, we can let -- give us a -- like
21 three or four minutes of exactly what went into the
22 fieldwork to come up with the conclusions. I know
23 different ones of us have come on at different
24 times, and that might be helpful, so --

25 I'm sorry, I didn't think of it; but you have

1 a good point, Mr. De Meo, so . . .

2 MR. MAGLI: And for the sake of expediency,
3 when we come here --

4 MS. FERTIG: Yeah.

5 MR. MAGLI: -- and the volume of things, you
6 know, generally Nakia --

7 MS. FERTIG: Yeah.

8 MR. MAGLI: -- can speak to every one of these
9 things --

10 MS. FERTIG: Right.

11 MR. MAGLI: -- very clearly.

12 MS. FERTIG: Yeah, I'm not every time.

13 MR. MAGLI: -- and succinctly, but --

14 MS. FERTIG: I'm just suggesting maybe we do
15 that.

16 MR. MAGLI: -- we'll certainly put something
17 together.

18 MR. DE ME0: Structuring the report to include
19 those things, where you don't have to reproduce it
20 all the time and you tweak it for the different
21 testing that you do, would make the report so
22 impactful and meaningful. And they would stand on
23 their own, I think, for anybody in this room to
24 read. And maybe we could even save time, as an
25 audit committee, and, you know, look at it and say

1 "Okay."

2 Thank you.

3 MS. GOULDBORNE: I just have a quick question
4 for clarification from Dr. De Meo.

5 So the end of the report where we have all of
6 the fund definitions, is that where you would like
7 us to expand how we -- what we did in testing each
8 of those areas?

9 MR. DE ME0: No, I would actually include it
10 in the scope in the nature of your work on page --
11 in the beginning pages.

12 And, you know, I'm not here to give you advice
13 on how to audit, but I think these procedures look
14 more like -- not agreed-upon procedures, but a list
15 of procedures; and that's what you did. And if you
16 have findings, you have findings; and if you don't,
17 you don't.

18 But I don't know that we really audited -- we
19 didn't audit the financial statements of the
20 school. First of all, I've never seen a financial
21 statement for a school.

22 MS. GOULDBORNE: I'll say quickly, each school
23 has a trial balance, and we do review the beginning
24 disbursements/revenues that come in and tie that
25 back to the trial balance. And we reconcile the

1 ending balance to their bank statements so that the
2 statement of revenue is our review of those -- you
3 know, the trial balance, the beginning balance,
4 debits, credits --

5 MR. DE MEO: Right.

6 MS. GOULDBORNE: -- transfers in, transfers
7 out, the ending balance and ensuring that
8 reconciles to a bank statement.

9 So, just as an example, we can put that in --
10 into their -- to state that's the things that we do
11 to reconcile that statement to --

12 MR. DE MEO: Yeah, I think that would be good.

13 On page one, you know, "Internal Auditor's
14 Report; Scope, Objectives and Methodology," I think
15 there is -- that's the place to do it, you know.

16 And maybe do it by fund: Trust funds, we
17 trace receipts back to the purpose and back to the
18 trust document or -- or the intention of the donor.
19 Or we sampled 30 items. Or we tested 80 percent of
20 the balance. Or we traced it to an invoice.

21 Whatever it was, if you list those procedures
22 by trust fund, I think it would eliminate a lot of
23 questions. Because right now, I see six or seven
24 funds and, with some schools, hundreds of thousands
25 of dollars, and -- you know.

1 MS. GOULDBORNE: So I just want to give you
2 some backdrop to that.

3 When you see schools with a really large
4 balance, especially elementary schools, a lot of
5 that is before and after care. So they're in trust
6 because they have to be remitted to the District.

7 But, again, we can kind of clarify that and --

8 MR. DE MEO: Yeah.

9 MS. GOULDBORNE: -- give some backdrop.

10 MR. DE MEO: I mean, testing the carryover
11 balances, and, you know, I'm sure you do most of
12 that, and whatever you're doing, I'm sure is fine.
13 It's just that it's hard for us to divine that from
14 the report.

15 MS. FERTIG: I'm going to just suggest that
16 maybe you all, if you could get with them between
17 now and June 18th, and then we can, when we come in
18 on June 18th, discuss what change -- how you are
19 changing the format of the report.

20 MS. SHAW: And, Madam Chair?

21 MS. FERTIG: Yeah?

22 MS. SHATZ: We also need to be mindful and be
23 careful of our own responsibilities here --

24 MS. FERTIG: Yeah.

25 MS. SHATZ: -- in terms of telling the

1 internal auditor how, what they need to do.

2 We, of course, can make suggestions. But we
3 also need to be mindful of what we are telling them
4 how to do their own responsibilities.

5 MS. FERTIG: Okay. All right. Thank you.
6 That was great.

7 Mariah, you want to?

8 MS. RABIDEA: Yes. Good morning. Thank you.

9 I just want to start by saying I can't believe
10 it's May. I don't know if anybody else feels that
11 way.

12 Okay. So my questions really are a little bit
13 more followup to some of the questions my
14 colleagues have asked.

15 Okay. So the first one is, how many findings
16 this year were repeat findings versus the
17 first-time findings? And then, what accountability
18 measures exist when the schools are repeatedly
19 receiving these same audit findings across the
20 years? I know you touched on it a little bit.

21 MS. GOULDBORNE: I believe there is two, and I
22 would think any indication of what happened with
23 the schools would have to go to the District
24 because we are not responsible for that piece of
25 it.

1 MS. FERTIG: I'm seeing on your summary sheet,
2 Monarch, Nova, West Broward look like they had
3 repeat findings. Does that seem right?

4 MS. RABIDEA: Yeah, my second question --

5 MS. FERTIG: Did I look at -- no.

6 MS. RABIDEA: Yeah.

7 MS. FERTIG: Okay. Go ahead.

8 MS. RABIDEA: My second question is really
9 about the fundraising and the yearbook
10 sustainability pieces. So, like, for example, Bair
11 Middle School's yearbook activity resulted in a
12 financial loss, and then the unpaid invoice
13 remained outstanding into 2026 --

14 MS. FERTIG: Yeah.

15 MS. RABIDEA: -- due to insufficient funds.
16 So what I'm wondering is, what district-wide
17 guidance exists to ensure the student-fundraising
18 activities remain financially stable?

19 And then, as a followup, are schools
20 increasingly relying on fundraising to sustain core
21 student experiences that historically may have
22 received greater District support?

23 MR. MAGLI: So -- I'm sorry, go ahead.

24 MS. GOULDBORNE: There is a standard practice
25 bulletin on yearbooks. It is -- it is considered

1 extracurricular activities, which student activity
2 funds kind of fund.

3 But I'll let the District talk more about the
4 district-wide . . .

5 MR. STRAUSS: Yeah, so in relation to
6 yearbooks, as Nakia just said, it is a fundraiser
7 in and of itself. So, you know, as a class, the
8 students are taught to raise funds, and those can
9 be a variety of ways. Sales of yearbooks obviously
10 create revenue. Commissions from the pictures that
11 the students can take and buy becomes a revenue.
12 Advertisements that they sell for the yearbook
13 become revenue sources. So there is different
14 revenue streams that exist, and then the cost of
15 the yearbook itself. So the goal, obviously, is
16 that, minimum, come to a net zero.

17 And then a lot of -- middle school is a little
18 bit different.

19 At the high-school level, a lot of the
20 yearbooks do have profits, and that allows the
21 class -- the yearbook class to attend an annual
22 conference or something like that to hone their
23 skills, as well.

24 The yearbook, as Mr. Smith was saying earlier
25 and some of the other questioning, has definitely

1 been a struggle because of, you know -- you know,
2 you can think back to, you know, when you were in
3 high school, what a yearbook meant versus -- it
4 changes. I can think back to many, many moons ago
5 when I was in school.

6 Now, the yearbook maybe doesn't have the same
7 value to the students because we see that within
8 the -- what's occurring with -- you know, with this
9 right here. You know, Instagram is the new
10 yearbook, basically.

11 So the other thing that I would say is, in
12 looking at it, because even one of the schools that
13 is under me that had a yearbook issue, sometimes,
14 when the audit comes -- so I'll give you an
15 example. Like he mentioned, this is auditing last
16 year's situation. So at this time of the year last
17 year, I was getting a report of the year before,
18 and say there was a yearbook issue. Well, I'm
19 finding it out in the spring; it's difficult for me
20 to fix that issue that year. So I'm almost going
21 to guarantee myself of another finding because of
22 the timing -- you know, the lag in timing of
23 finding out that there was something.

24 So a perfect example is, I was working with
25 one of my schools around it and said: All right.

1 So what do we do? So what do we do? We messed up.
2 We made the same mistake because of the delay in
3 notifying of the mess-up? Now, for this year,
4 where are we?

5 And this year, they were able to show me: No,
6 we did X, Y, Z to make sure that we are not
7 creating the same mistake.

8 So sometimes it almost takes an additional
9 year to catch up, especially around the yearbooks,
10 because I have to place an order so -- you know,
11 it's just the nature of the cycle.

12 But I think a lot of it just stems from how
13 yearbooks are deemed by the students, valued by the
14 students at this point in time.

15 MS. RABIDEA: Thank you.

16 And I just want to go back to the -- to the
17 second part of the question just on fundraising
18 generally. Are they increasingly relying on
19 fundraising for core student experiences?

20 MR. STRAUSS: For core student experiences? I
21 just have to ask you, what do you define -- you
22 know, because I'm saying -- because "core student
23 experiences" meaning the classroom, no; "core
24 student experience" being a field trip, something
25 of that nature, yeah, they might have to raise

1 funds if they want to do something above and beyond
2 the normal experience. The normal curricular
3 experiences are not having fundraising tied to it.

4 MS. RABIDEA: Okay. And just to -- yeah, go
5 ahead.

6 MS. GOULDBORNE: Just to note that these funds
7 are sort of restricted, so they can -- they are not
8 supposed to be used for certain District activities
9 that are the responsibility of the District that
10 have allocated budgets for. So these are separate
11 and distinct from District budget.

12 MS. RABIDEA: Okay. And I think maybe to
13 follow up on that, I'm just curious, like an
14 example I can think of is band boosters, right?
15 Band boosters across the District fundraise
16 constantly just to bring some of the students to
17 local experiences with music, which is, you know,
18 part of what they're learning and the experience
19 that they're learning in the class, as well.

20 So I think maybe there are some gray areas
21 there. I would say band booster is probably a good
22 example of that; maybe yearbooks, not so much.

23 MR. STRAUSS: Right. Well, yeah, yearbook is
24 a class.

25 So the band booster -- it's an interesting

1 dynamic. So the band booster sits outside of the
2 internal accounts situation. So the band booster
3 themselves -- and we have some schools that have
4 band-booster accounts that are probably in excess
5 of half a million dollars in some of our larger
6 high schools, and I would say half a million
7 dollars might be on even the low end of that.

8 A lot of it comes down to, like, the
9 determination of individuals of what's that -- you
10 know, what level of experience do you want. You
11 know, we had an item that came up here before about
12 Winter Guard that came to the board to allow some
13 of our schools to go to Ohio to participate in the
14 Winter Guard performance. Those are not tied to a
15 school's grade -- student's grade in a class. They
16 are extracurricular and, therefore, above and
17 beyond that. And the level in which you want to
18 participate kind of deems what are the fundraising
19 necessities.

20 MS. RABIDEA: Thank you. I just have two more
21 questions.

22 MS. FERTIG: Okay. Yeah, and I'm just going
23 to say, we are -- we have an hour and eight minutes
24 left. So I'm not trying -- I know this has gone on
25 longer than most reports; but on the other hand,

1 this is more exceptions than we've seen in a long
2 time, so go ahead.

3 MS. RABIDEA: Thank you.

4 So back to the -- I think someone mentioned
5 it, the Coral Glades High School findings around
6 the fraud investigation. So what -- what proactive
7 fraud detection systems or -- or analytics or
8 insights are currently used district-wide?

9 MR. MAGLI: I'm not familiar with what they're
10 working on inside of finance or things like that.
11 It's something that I have been considering and
12 looking at potentially a further discussion
13 relative to that, because I think there -- there
14 may be things happening that I'm not fully aware of
15 at this point. But certainly, there are a lot of
16 opportunities there to identify that.

17 That particular instance is something a little
18 different that would stand outside probably
19 something in that -- that review.

20 But as far as approvals and system stuff,
21 system checks and things along the way relative to
22 expenditures, those are things that are in place at
23 a number of levels.

24 And I know they're trying to automate, and
25 they're also looking at a new ERP system, and those

1 were some of the considerations that were discussed
2 at great length relative to what I believe the
3 product is that they are seeking.

4 So hopefully we have some things in place
5 already. I will follow up on that.

6 MS. RABIDEA: Thank you. Yeah.

7 And then my last question around the business
8 support centers, has the District evaluated whether
9 schools supported by the business support centers
10 experience fewer audit exceptions long term than
11 non-BSC-supported schools?

12 MR. SMITH: Ryan Smith, director of the
13 Business Support Center.

14 We actually evaluated this in a recent white
15 paper when we looked at centralization. The last
16 three years, the BSC's rate was at or better than
17 non-BSC schools. That does not include this
18 current year, so I can't speak to this current
19 year; but in the completed years, the answer is
20 yes.

21 MS. FERTIG: I'm going to just add in here
22 that several years ago, as an audit committee, we
23 began to notice that we were seeing a lot of
24 business center schools included in the list, and
25 many of the schools have gone away from having a

1 bookkeeper. So now you see -- I don't know what
2 the percentage of schools having one --

3 MR. STRAUSS: 60 percent.

4 MS. FERTIG: So we have a list that -- that
5 you'll see in these reports about, you know, kind
6 of -- and you can kind of go through that yourself
7 and come to some conclusions about what you see, as
8 far as whether those exceptions are all with
9 non-BSC or . . .

10 MS. RABIDEA: Thank you.

11 MS. FERTIG: Is that -- yeah?

12 MR. MAGLI: Yes, ma'am.

13 Relative to the percentage of schools that are
14 actually enrolled with the program, the BSC
15 program, versus those that are not, again, at the
16 end of year, we'll take -- we'll take a look at,
17 specifically, how that is; but I believe it's
18 80 percent of the schools enrolled.

19 Is that correct, Mr. Smith?

20 MR. SMITH: It is, yes.

21 MR. MAGLI: So relatively --

22 MS. FERTIG: 80 percent, yeah.

23 MR. MAGLI: -- it kind aligns with the
24 percentage of --

25 MS. FERTIG: What we see.

1 MR. MAGLI: -- enrollment, you know,
2 district-wide.

3 MS. FERTIG: Okay. Chris, did you have
4 anything on this?

5 Okay. I just want to make two comments here.
6 And, you know, Mark, I told people, even when you
7 were gone and not here for a few years, that you
8 had made -- gotten us to the point where we didn't
9 see exceptions on reports because you pointed out
10 so many exceptions.

11 I know Mr. De Meo remembers this: We used to
12 get these reports, and it would just be so -- just
13 so many exceptions. And we went for a long period
14 of time where we didn't see that, because I think
15 you -- you put in a lot of training.

16 I know you're going to take no credit because
17 you're too modest --

18 MR. MAGLI: I am not going to take any credit
19 but --

20 MS. FERTIG: -- but -- but a lot of training
21 was -- you know, we just really beefed up the
22 training and so forth.

23 What I noticed about this report, 63 schools,
24 13 -- 13 of them have exceptions and 11 of those
25 are high schools. And that, I think, is a critical

1 thing to note about this report.

2 You may need to be doing some extra training
3 with high schools. It looks like it's all over the
4 district. It's no one area. I think -- I think
5 there is a real message in what we see here, and I
6 know that it is possible for us to get back to the
7 point where we don't have as many exceptions, and a
8 key to that is training.

9 And I understand the delay in -- you know, in
10 year-to-year stuff.

11 But my second is just a question from
12 something I read in here: Is there any student who
13 paid for a yearbook and didn't get it? I don't
14 care if they got their money back. Is there any
15 student who paid for a yearbook and didn't get it?
16 Because I think that's something you cannot make
17 up, you cannot really correct.

18 So can we have an answer to that?

19 MS. GOULDBORNE: In the current audit, there
20 were students that paid for yearbooks but there --
21 from what we understand, there wasn't a yearbook
22 published. There was supposed to be, and then
23 there wasn't. And then we went in and saw the
24 money that was collected. That's why we asked if
25 there was a yearbook, and we got the response that

1 there wasn't. And so our indication at that point
2 was if you didn't get a yearbook or there wasn't
3 one published, then what are you going to do with
4 the money? And so they -- I guess they initiated
5 refunds for those payments.

6 MS. FERTIG: Okay. And because this is a
7 class and because this is something that, you know,
8 has a lot of tradition behind it, I would just kind
9 of have -- if we can, like to see, as a followup by
10 high school, what percentage of students -- you
11 know, it's not going to being how many yearbooks,
12 but what percentage of students are purchasing
13 yearbooks; and if there were schools that could not
14 publish a yearbook at the end of the year, I think
15 that's kind of a critical thing to know as far as
16 teaching the courses and including students and
17 maybe updating what we do to make sure that we're
18 relevant in today's world.

19 So I don't know how you accomplish that, and I
20 don't know if anybody else feels the same way. But
21 I've got to say, if you pay for a yearbook and you
22 don't get it, you can't make that up to them, and
23 maybe there was something else that could have been
24 done along the way, so . . .

25 Okay. Anybody?

1 Yeah.

2 MR. NAYLOR: Just a quick followup on one of
3 the things we heard, that schools don't fund
4 transportation or things like that for field trips.
5 I see in NCC, that elementary schools, middle
6 schools, alternative schools and centers receive
7 categorical allocation in their budgets for such
8 items. How is that amount determined, and where
9 does it show up on the school budget? Because I
10 don't think I've ever seen that --

11 MR. SMITH: I think there is -- there is
12 different types of field trips and how they're
13 sponsored. The educational-related field trips are
14 handled slightly different.

15 Most of the trips that flow through internal
16 funds, these are field trips that are paid for by
17 the children. So we determine the cost of the
18 field trip. That cost is then divided equally
19 amongst the kids that are expected to participate,
20 and that is the cost of the field trip.

21 So there are some other nuances. I think
22 there is some science -- science and arts money and
23 magnet that will pay for field trips; but that is
24 funded at the school level as part of the FFPF
25 process.

1 MR. NAYLOR: Okay. And do you know how that
2 money is allocated or determined per school? Is it
3 FTE?

4 MR. STRAUSS: So -- so, yeah, their overall is
5 through their FTE budget; but I would say, to what
6 Mr. Smith was saying, if I'm a magnet school, like
7 I'll utilize my former school, South Broward --
8 when I was a principal at South Broward High
9 School, we had additional funding through magnet
10 that covered our field trips that were specific for
11 our magnet students to go do and partake in as part
12 of their curricular experience.

13 As a principal, you might also sit there and
14 have other curricular field trips that you want
15 students to go see a play, you know, because it's
16 tied into a -- you know, something through your
17 ELA, you know, English Language Arts classes, that
18 you just, through your budget, you know, utilize
19 your budget to pay for the transportation in this
20 case.

21 MR. NAYLOR: Okay. Thank you.

22 But this doesn't mention magnet schools; it
23 mentions elementary schools, middle schools,
24 alternative schools. So how -- how is that --

25 MR. STRAUSS: What -- I'm -- what are you --

1 I'm --

2 MR. NAYLOR: Appendices C, General Information
3 on Internal Funds.

4 MR. STRAUSS: And it's part of -- I just want
5 to make sure. It's part of this report,
6 Appendices C?

7 MR. NAYLOR: Yeah.

8 MS. GOULDBORNE: What I've known -- what I've
9 noticed, when we -- when we're doing these reviews,
10 is that there is a grant allocation to some of
11 these schools. I'm not really -- we don't know
12 what the budget side of how that's determined, but
13 there was an arts -- arts and science grant; and
14 from what we understand, it's the same amount for
15 each school. Each school gets the same amount.

16 MR. NAYLOR: So it's a fixed amount --

17 MS. GOULDBORNE: It's a fixed amount.

18 MR. STRAUSS: Oh, so Dr. Wanza is saying there
19 is -- we have the SEAS initiative through Broward
20 Performing Arts, and so it might be -- it's tied to
21 that to provide for transportation for elemen- --
22 for those schools to attend SEAS programs.

23 MR. NAYLOR: Thank you.

24 MS. FERTIG: Okay.

25 MS. SHAW: Madam Chair, motion to transmit.

1 MR. MAYERSOHN: Second.

2 MS. THEOPHIN-ATILUS: I have a question. So
3 my -- it kind of piggybacks off of what Mary said,
4 but a lot of bookkeepers are making the same
5 mistakes. So is there required training for the
6 staff members? Because, again, like Mary said, I
7 don't think the trainings are strong enough for
8 them and so --

9 And then how is -- if there is required
10 training, how is it verified? Schools -- you
11 made -- I'm sorry, I don't know your name.

12 You made the statement that schools cannot
13 spend funds on one initiative when it's supposed to
14 be for another, so do we have a system or something
15 in place to prevent those things from happening?
16 Because, unfortunately, they are, so that you know,
17 because receipts, approvals and deposits are
18 definitely missing and then --

19 It's showing that we have a lack of control on
20 everything. So, you know, we don't have control.
21 The consistency and the accountability is not
22 there.

23 And then, my last question is, why would there
24 be a yearbook that's not published? Because as a
25 student or a senior or whatnot, whatever grade,

1 actually, you want those memories. So what would
2 be the reason that the yearbook's not published?

3 MS. GOULDBORNE: I don't know. Our only
4 question was, we see money collected, was there a
5 yearbook? There was not. And from what we
6 understand, there was some issues with the actual
7 vendor with publishing that yearbook and working
8 with the vendor.

9 That's the only -- that's where we -- that's
10 where we stopped with that because we just wanted
11 to make sure the money was -- what was collected
12 was used how it was supposed to be used. So that's
13 our understanding.

14 It might be a procurement issue to go into
15 further detail with the vendor if there were
16 contractual issues.

17 MS. THEOPHIN-ATILUS: I'm sorry. I would
18 think before we even collect the money for that
19 school from those students, we know that that
20 yearbook is not being published or whatnot. We're
21 moving too quickly then, if we're taking money on
22 something that's not even getting published.

23 MR. STRAUSS: So there is a cyclical process
24 around yearbooks, right?

25 So say at this time, right now, as we're

1 heading into next school year, I'm selecting who my
2 vendor is going to be to do the yearbook
3 production. Then, over the summer, you're building
4 your ideas, your theme, you know, all the things
5 that are occurring.

6 And at some point, you're coming to an
7 agreement and doing a pre- -- not a presale, but
8 like saying to the vendor: Hey, we think we are
9 going to need 200 yearbooks. So that's what our
10 expected is, and then there is always a time that
11 you can adjust it.

12 So now, when you try to do sales and you see
13 your sales don't exist or minimally exist, you
14 know, maybe I'm doing my sales and I've only sold
15 20 yearbooks at this point. At that point in time,
16 I might make the active decision to say, you
17 know -- to not run in the red-red or, you know,
18 stopping production of the yearbook because it's
19 just going to become a total negative. We are
20 going to return -- the funds should get returned to
21 the student, obviously; and then, at that point in
22 time, the question there is how do you move
23 forward.

24 I would say that's an example that I saw and
25 read -- it's not a school that sits under me, but

1 just knowing the history of that school, I would
2 say that's not the norm that you see in just about
3 most other schools.

4 MS. THEOPHIN-ATILUS: Okay. I understand --

5 MS. FERTIG: Still, if what you're saying is
6 there is decline --

7 And we need to vote on the motions, because we
8 are going to run out of time.

9 But I just want to say that this -- and I'm
10 sure you're looking at this. This looks -- this
11 sounds like a subject that needs, aside from what
12 we do on audit, some real consideration of where
13 you're going to move in the future.

14 But overall, hopefully, Mark, I just know
15 those trainings for high schools are going to be so
16 great. Mr. Strauss, Dr. Wanza is back there. We
17 have got a lot of people who are going to make sure
18 that we get the training, but we need to, because
19 this is too many exceptions.

20 Okay. All in favor of the motion?

21 MS. SHAW: I do have one last comment.

22 Is -- could we possibly get a matrix on these
23 reports, so especially if there are repeats, so at
24 least we can look and if there is on the schools,
25 especially schools with exceptions, and then we can

1 have a -- "Okay, there is a repeat 2022, 20-" --
2 whatever the case might be. But something simple,
3 nothing --

4 MS. GOULDBORNE: It's at the end of the
5 report.

6 MS. FERTIG: Yeah, it's page --

7 MS. GOULDBORNE: It's all the way to the back.

8 MS. FERTIG: It's page --

9 MS. SHAW: I must have missed it.

10 MS. FERTIG: Yeah.

11 MR. MAYERSOHN: You know what? I did, too.

12 MS. THEOPHIN-ATILUS: I know, Mary, you spoke
13 on future training; but is there currently a
14 required training --

15 MS. FERTIG: Yes.

16 MS. THEOPHIN-ATILUS: -- and are we verifying
17 that they are doing it?

18 MR. SMITH: Yes.

19 Ryan Smith, director of the Business Support
20 Center.

21 Yes, there are multiple layers of training,
22 and I'm going to speed through because I know we're
23 out of time.

24 But from the bookkeepers, when they join a
25 team, they receive a dedicated two-week process of

1 onboarding training. They then are going through
2 monthly trainings, as well as monthly meetings to
3 make sure communication happens.

4 We then offer one-on-one remedial training for
5 bookkeepers who aren't meeting the grade. In
6 addition, we train our principals at both the grade
7 level, region level and all principal-level
8 meetings.

9 And then we have our sponsors where we do
10 trainings before they take on the role, a sponsor,
11 which is one of the most critical roles.

12 I would just put it out to this committee that
13 something for consideration, under the approval of
14 the OC, of course, is, there are many reports here
15 because we've been doing high schools last; and the
16 challenge with that is, high schools are our
17 biggest operations, which means you would expect to
18 have the most significant risk. But by doing them
19 last --

20 MS. GOULDBORNE: We don't do them last.

21 MR. SMITH: -- these schools have already
22 committed the same things for our current year, and
23 it's already in the books.

24 So I would suggest that this committee
25 strongly recommend moving high schools to the first

1 of the list, so that if we see an issue, it's
2 documented early in the year, before they complete
3 the year that they're in.

4 Because doing this, if these schools just get
5 their report a month ago, chances are they've
6 already done yearbooks this year, which means the
7 same thing is going to carry, which is why you see
8 these repeat findings.

9 I would suggest moving high schools to the
10 front, given their risk assessment here and the
11 amount of risk they have in the district. That way
12 these issues can be fixed at the moment, rather
13 than us going through another business cycle.
14 Because the training we provide bookkeepers is
15 significant. The training and knowledge of our
16 principals are significant. But none of that
17 matters if this year is already closed by the time
18 they find out they did something wrong.

19 (Overtalk.)

20 MS. SHAW: They should know they did something
21 wrong. I'm sorry.

22 MS. FERTIG: I mean, I just have -- I'm sorry,
23 I turned this off. Apologies.

24 I just have to say that it's been a lot of
25 years since I've seen over a third of high schools

1 have exceptions. I don't -- that, to me, points to
2 something else, besides just when they're being --
3 you know.

4 I mean, yes, can they -- can this be done
5 earlier? I don't know. That's a question for the
6 audit department. But I don't think it minimizes
7 the fact that we have way more high schools being
8 with exceptions than we typically see in a year, so
9 yeah.

10 MR. MAGLI: If I may?

11 MS. FERTIG: Yeah.

12 MR. MAGLI: The sequence by which we do audits
13 has really nothing to do with the efficacy of
14 what's done at the school location. It's a
15 snapshot in time. If we never came, it would not
16 change the circumstance. So we're -- we sequence
17 our audits the way we have to use our staff and
18 resources as best we can.

19 If one -- and I said this earlier in
20 discussion. If one location has seen -- and I
21 spoke to the trending analysis and the year-by-year
22 reporting that goes on, and as one exception came
23 forward or consideration of something came forward
24 that was potentially a finding that could be
25 duplicated around to other locations, my first

1 instinct would be to address those things when they
2 come up, whether we did all the high schools or we
3 did one. So I just want to say that.

4 Second part of that is, we bring information
5 that's for awareness, but we don't do the training.
6 Okay. We need to stay independent of that. We
7 communicate.

8 And I think, to your point is, I did
9 communicate a lot and I did offer, as -- as the
10 reports do, as well, recommendations and things
11 based on what we have seen.

12 What is generally successful is when trends in
13 recognition of problems get eliminated across the
14 board and that the communication within those
15 groups and sectors -- I think principals, in
16 general, if they have a greater awareness of what
17 could happen and share the information would be
18 better -- you know, better served and more
19 successful.

20 So I just wanted to make that point, because
21 we do our best with what we have, and we have
22 staffing experience thing -- experiential things
23 that we have to consider when we're doing these
24 things.

25 And they do have the highest balance, so we

1 tend to address those earlier. Is that one hundred
2 percent? It's close to.

3 But, you know, the idea is what I said, is if
4 we never showed up, that doesn't mean that we just
5 ignored the condition. We have to address the
6 condition and then even identify those on our own.
7 That's the idea of internal control, is to look at
8 things inside the framework of the management and
9 of the function to ensure they are seeing things
10 and they have things in place to identify those
11 problems before we do.

12 MS. FERTIG: Okay. All right. I'm going to
13 say, can we vote on our motion to transmit?

14 If you're okay, all in favor?

15 COMMITTEE MEMBERS: Aye.

16 MS. FERTIG: Opposed?

17 Okay. The motion carries. We're transmitting
18 this to the Board.

19 We're going to agenda item number seven,
20 property and inventory audit of selected locations.

21 Does anybody want to comment on property
22 and --

23 Thank you, Mr. Smith.

24 MR. SMITH: Thank you.

25 MS. FERTIG: Anybody have a comment on this

1 audit?

2 Lew?

3 MR. NAYLOR: Just a question on, let's see,
4 Pine Ridge Education Center on page 13, responsive
5 finding two, it says that: The item was removed
6 for the property tax for this asset and is attached
7 to this report.

8 My question is about procedure, whether, when
9 it's removed from inventory at the school, is it
10 removed from inventory at the district or vice
11 versa?

12 MR. MAGLI: I'm sorry, what page did you say?

13 MS. SHAW: Page 13.

14 MR. NAYLOR: Page 13.

15 MS. SHAW: And to add to his question, are
16 they -- do they understand reverse requisition?

17 MR. MAGLI: So I will speak to this point.

18 So we track the life cycle based on what the
19 requirement is from purchase to disposal, and the
20 records that have to be maintained before
21 processing an item out of the record are pretty
22 basic and simple. We attacked this thing in the
23 earlier 2000s, created databases that produced
24 forms, things like this. There are errors that
25 occur.

1 Our issue, sometimes, has become -- over time,
2 is our recognition of a net value versus a
3 usability. So the intention to some things that
4 get old, we understand that from an accounting
5 perspective; but from a functionality
6 perspective -- and this committee, for the longest
7 time, addressed it that way, which was: We can't
8 replace all the laptops at one time because they
9 are over three years old or we can't -- in some
10 cases, seven, eight years old, unfortunately.

11 But the idea is that we have to, from start to
12 finish, make sure we are doing our best to be the
13 steward and safeguard that asset to its final
14 resting place.

15 And there are mishaps that occur with
16 recordkeeping, for sure. But we can't 100 percent
17 certify that that's what's occurred if there is an
18 absence of documentation, and we're not there to
19 reconcile every transaction that takes place like
20 that.

21 MR. NAYLOR: And I recognize that.

22 My question is, is there a process that is
23 established so that when something comes off of
24 one, it also comes off of the other list that it
25 may be on?

1 MR. MAGLI: Yeah, so accounting and financial
2 reporting maintains that record.

3 MR. NAYLOR: Okay.

4 MR. MAGLI: We pull down from that record to
5 go and do our sampling and such. And so if those
6 records -- excuse me -- were being processed in a
7 timely --

8 We have sometimes where there is an overlap
9 period, but not often.

10 MR. NAYLOR: Thanks.

11 MS. SHAW: Madam Chair?

12 MS. FERTIG: Yes?

13 MS. SHAW: So I was -- I was a little -- I
14 thought it was a bit funny, because I'm looking at
15 these property ID numbers, and I thought: Okay,
16 the 04, the 09, or the 18, that's the year of the
17 asset, right?

18 MR. MAGLI: Roughly, yes.

19 MS. SHAW: And so I'm looking at a piece of
20 Lexmark equipment, and it's at \$1,200 from 2004.
21 There's no way. I'm sorry.

22 But I think -- so I think the unit costs are
23 the cost -- today's cost, probably someone needs to
24 look at that, number one. Because the department
25 doesn't value anything more than a penny. It's

1 old.

2 Number two, the life cycle ended after the
3 first five to seven years and in a piece of
4 equipment such as -- such as that, number one.

5 Number two, let's make sure -- and I think
6 this goes back to what we're saying earlier under I
7 think the previous report -- that training should
8 be across the board. So if you move from one
9 school to another, regardless of where you are,
10 whether you are at District, a site, everyone
11 should understand the same process, the same
12 procedure.

13 If it's no longer in use, we do not discard it
14 and just put it in a box or put it somewhere. We
15 complete the reverse requisition form and send it
16 to where it goes, as you said, its final resting
17 place. And I think that's the piece that somehow,
18 in the last few years --

19 Because these audits used to be clean. You
20 have gotten them to the point where we are like
21 "Oh, my gosh, we brought sexy back," and so -- I'm
22 sorry, so -- and I think that's probably part of
23 what now we need to kind of take a step back and
24 look at it.

25 And I know it's not your department's

1 responsibility, and Mr. Alan is here, and I think
2 that's something that needs to be conveyed to the
3 rest of the district. What happened in one area
4 should be across the area, and there needs to be a
5 standard operating procedure, and items should not
6 be placed into a box, and if I move from one school
7 to another, the process remains the same.

8 And as well, let's make sure that we're not
9 putting that 2004 asset as \$1,200, because it's
10 probably about 10 cents.

11 MR. MAGLI: I just want to address that.

12 We do, in fact, report in there about the net
13 values because we want that -- I mean, logic
14 applies; we've been doing that forever, really,
15 since I was here. I added that because I took that
16 consideration into it; but as I said, you know,
17 we're looking at what we have to work with and what
18 they have.

19 One of the big things in the backlogs -- I
20 can't speak to what's been happening in the last
21 few years; but I do know that back then, the area
22 superintendents, now the regional folks, they were
23 the ones who took up the charge. I don't take
24 credit for that. I did have some influence in the
25 sense that I tried to help them with the

1 understanding of what was going on.

2 We do have an 0-100 bulletin, business
3 practice bulletin, serves as the guide for all
4 these things that's in place, virtually unchanged
5 since, I believe -- well, they have just recent --
6 recently tweaked it a little bit -- like '17, which
7 they had -- before that, we had something. I don't
8 even remember when we changed it. But it was
9 basically uniform, but with the addition of the
10 SMART Bond purchases. So none of this has changed,
11 really, in that time period.

12 I think maybe Mr. Strauss can speak to what --
13 what goes on now with that. I really -- we've had
14 some discussions off-line, just to see where we are
15 with that. I think they can be successful with
16 that again.

17 We're obviously in a constrained market
18 financially, so we won't be able to do as much for
19 a little period. Hopefully, we'll get that, you
20 know, moving forward; but we have to make the most
21 of what we have, whether we like it or not. And so
22 I think this stuff becomes critical.

23 And, again, we've always said, If you're done
24 with it, follow the process, work the
25 documentation, follow it to finality, and we should

1 have less problems.

2 I did want to ask -- I'm sorry, not to cut you
3 off Mr. De Meo -- relative to this, too, I --
4 because I haven't been back here doing that with
5 you guys, and Merlin has been working on that,
6 because the responses, at the last minute they
7 throw a lot of the paperwork which we couldn't take
8 during the audit.

9 I don't want to burden you with all of that
10 stuff, unless you want me to, much like we had said
11 about the exception-free ones. If you would like
12 me to provide that all for you, I certainly will.
13 Some of it's illegible. You can't really see it.
14 It seems kind of meaningless, but I wouldn't make
15 that determination for you. So while we discuss
16 this, at the very end of this piece, I would like
17 to kind of get an opinion from . . .

18 MS. FERTIG: Okay. Bob and then Mr. De Meo,
19 and then we'll just go around here.

20 MR. MAYERSOHN: I'm always beating you to the
21 punch.

22 So I've been on this audit committee for
23 several years, and I always see the, you know,
24 requirement of the semiannual inventory. And I
25 think I've asked before -- and, Mr. Strauss,

1 obviously I'm directing it at you -- there has been
2 improvements in communicating that to the schools,
3 required to do that.

4 And, again, my belief is, if it's done, a lot
5 of this stuff would be caught before you do the
6 audit, you know, whether a laptop is missing,
7 whether a police report was filed, whether somebody
8 misplaced something, whether something went -- you
9 know, wherever it would be.

10 Assure me some way that there is a methodology
11 from the District that there is a response or a
12 report that the school is doing it --

13 And, again, I'm assuming that all these
14 schools have different timeframes, so it's not like
15 everybody has to get it done by January 1st for
16 their -- but something that would -- if they are
17 required to do it, let's say a semiannual inventory
18 is -- and I'll just throw out a date, you know --
19 October 1st, that if they don't do it within 30
20 days, somebody's following up and saying "Where is
21 it?"

22 So is that paper and pen, or is that
23 electronic at this point?

24 MR. STRAUSS: Yeah, so we have a BCPS central
25 database. That's where schools access it. And

1 believe it or not, we're coming up to the second
2 part, you know. January was the first semiannual.
3 Now is the second semiannual, this month in May,
4 and each of the regional offices do monitor that
5 completion and then contact the schools if they
6 have not completed it. So there is the followup
7 that does exist through that avenue of the database
8 through our Broward BCPS central database.

9 And so we -- you know, we see everything that
10 the school puts in there and ensure that they've
11 done it and signed off on it. The principal has to
12 go in and sign off on it, and then we're checking
13 to make sure that they've signed off on it. So
14 there is a followup process.

15 MR. MAYERSOHN: So based upon that, then,
16 there should be no school that should write a --
17 write a followup to say, "Yes, we understand the
18 recommendations of the auditor is that we do a
19 semiannual inventory," because they -- what you're
20 telling me is that there's sufficient oversight
21 that it should be accomplished.

22 MR. STRAUSS: I think most of the responses
23 say they do a semiannual inventory. A lot of
24 times, sometimes we'll sit there, and if a school
25 has such egregious property inventory negative

1 controls, then maybe that will see even a
2 quarterly -- you know, make them do multiple --
3 more than twice a year, because of that. In
4 looking at, over the time, as mentioned, property
5 inventory has gotten much better --

6 MR. MAYERSOHN: I agree.

7 MR. STRAUSS: -- from before.

8 I can give an example, I almost want to say
9 two managers prior to -- I guess I think they just
10 approved someone to be a manager recently, but we
11 even had that individual come out to the principal
12 meetings to go through the whole process -- because
13 the process changed a little bit, from what it used
14 to be to what it currently is -- to ensure that all
15 our principals are understanding what is being
16 asked.

17 And, obviously, it's -- you know, it's not the
18 principal doing the property inventory, you know.
19 It's either an assistant principal, it's microtech,
20 it's a custodian, it's a band director, you know.
21 It's multiple people on the inventory team that are
22 working with the auditor to ensure that all the
23 items are there.

24 And then, as you see, we still, I see in some
25 of these reports, you know, Ms. Shaw mentions, you

1 know, something from '04, I mean, something that's
2 over 20 years old, something that was a COVID
3 laptop issue. So we still see those things crop
4 up, and to their point, they're just commenting in
5 what their finding is, and we still need to rectify
6 those things sometimes.

7 And then, as you have change in personnel,
8 you're always trying to ensure that consistency
9 happens across the board.

10 MR. MAYERSOHN: No, I just -- as I said,
11 just -- and I agree with you, the property
12 inventory reports have gotten better, still not
13 perfect; but ensuring that the system that you're
14 currently operating with improves those processes
15 and that's my -- you know, when I see something,
16 you know, "Well, that should have been off the
17 inventory ten years ago," well, but you did a
18 property -- if you did it annual -- you know,
19 semiannually, you would have identified and said,
20 "Hey, wait a second here, not in 2025, but in
21 2005" --

22 MR. STRAUSS: Correct.

23 MR. MAYERSOHN: -- should be removed.

24 That's -- that's my whole point.

25 So I appreciate it. I know you guys are

1 working on it, and I just hope it continues to go
2 up, as opposed to sideways or the rollercoaster.

3 MS. FERTIG: I'm not trying to rush anybody,
4 but we're down to 35 minutes, and we have a couple
5 of really important things we have to get to. So
6 I'm going to go to you all real quickly, if we can,
7 and then --

8 MR. DE MEO: Yeah, I'm going to be brief.

9 Mr. Strauss, the one at the top is really
10 important, in policies being followed, internal
11 controls being effective. Are -- does the District
12 keep this top of mind? Is it discussed that, for
13 example, if there are exceptions, it's going to
14 show up on your performance review?

15 MR. STRAUSS: In the people's -- in the
16 administrator's evaluations, there is, you know,
17 written comments, and in those written comments, it
18 will be noted that exceptions were incurred.

19 MR. DE MEO: Okay. So that's a yes, good.

20 Mr. Magli, the report -- this report is
21 specific to the procedures that I talked about on
22 the previous report, this is a good example, where
23 it lists all of the items that -- all of the
24 procedures and so forth.

25 Just a couple of other comments, one, where it

1 says "netbook value," I presume that's determined
2 using a five-year life on most of the stuff?

3 MR. MAGLI: Roughly, but there is --

4 MR. DE MEO: Okay.

5 MR. MAGLI: -- variation between the types of
6 equipment and things. It's provided to us.

7 MR. DE MEO: Five, seven -- three, five,
8 seven.

9 MR. MAGLI: Correct.

10 MR. DE MEO: And then lastly, I may be
11 misunderstanding this, but the monetary on page --
12 well, it's the second page of your report, monetary
13 benchmark minimum materiality, \$2,500 or more; for
14 standard property items, 1,500 or more. But on the
15 exceptions lists, there are numerous items that are
16 below \$2,500 and \$1,500. Just curious on why that
17 is.

18 MR. MAGLI: So there were some changes that
19 were made while I was gone relative to how they
20 were approaching some of the technology pieces,
21 some of the things that were bought out of the
22 SMART Bond allocations and things like that. So
23 those things that you're seeing may have been in
24 those areas relative to those specifically. I
25 don't know which ones you're speaking, but that

1 would account for what you're speaking to.

2 MR. DE MEO: So in the future, we're not going
3 to see something that's older than five years at an
4 original cost of \$2,500. I mean, it should be in
5 your work papers, but for this committee and this
6 report, really . . .

7 MR. MAGLI: So, again, we're testing to see
8 what controls and what they're doing in the
9 environment, and so this was the methodology that
10 was employed last year -- and that's what
11 Mr. Strauss was speaking to, that they had kind of
12 modified that -- in the hopes to try to capture
13 things, again, going those sampling concept, rather
14 than a hundred percent, which is what it used to
15 be --

16 MR. DE MEO: Yeah.

17 MR. MAGLI: -- because the volume of goods,
18 particularly during that SMART Bond period, they
19 were capturing everything down to, like, less than
20 a hundred dollars.

21 MR. DE MEO: Yeah, I see.

22 MR. MAGLI: So these are things that I want to
23 visit with our CFO with reasonability. I won't
24 make that determination. That's not something I'm
25 going to do, but relative --

1 We want to report and have it. Now, how
2 you -- how you regard it, I understand; and we
3 don't want to inundate you with things that --

4 MR. DE MEO: \$300 item that's, you know,
5 10 years old, does it really need to be on there?

6 MR. MAGLI: Well, it's in our records, so we
7 are just reporting it -- in order to get it off the
8 record and it's captured already as an asset in our
9 module, we have to report it that way so that it's
10 accounted for as, you know, essentially an
11 unaccounted-for item that they can reclassify.

12 MR. DE MEO: No, I understand that in your
13 work papers; but for this report, the \$2,500
14 materiality level I think would eliminate those for
15 the report purpose, right?

16 MR. MAGLI: Historically, we really haven't
17 separated those --

18 MR. DE MEO: Okay.

19 MR. MAGLI: -- because we bring that forward
20 in whole --

21 MR. DE MEO: No, just think about it.

22 MR. MAGLI: -- for them to process.

23 MR. DE MEO: Okay. Understood.

24 MS. FERTIG: Mariah?

25 MS. RABIDEA: I just have one question.

1 On the SMART Bond asset pieces here, just for
2 clarification, what additional oversight exists
3 specifically for SMART-Bond-funded assets; and the
4 reason I ask, right, is because that was approved
5 directly by voters and therefore carries heightened
6 public accountability.

7 MR. MAGLI: So it doesn't carry a heightened
8 accountability in the sense that, you know, it's
9 expected, and I think that's everyone's intent,
10 that everybody will take care of everything. The
11 idea was that, from a reporting, if they could
12 track those things and those expenditures, they
13 added additional scope of assets to be captured
14 that way. So they were included in this process
15 because that was the decision that was made many
16 years ago, and so those items were added to the
17 asset record.

18 So as far as it all goes, you know, on a
19 day-to-day basis, we hope everybody can secure all
20 their stuff and no one does anything wrong and
21 whatever; but reality is, it's not that it's a
22 different standard, only that they were included.
23 So as a part of our scope of review, we have
24 included it, because that was what the decision was
25 made.

1 MS. RABIDEA: Thank you.

2 MR. MAGLI: Until they get retired, which
3 should be soon, maybe.

4 MS. RABIDEA: Yeah.

5 MR. NAYLOR: Yeah, just a quick followup to
6 Mr. De Meo's question about the \$2,500. There is
7 also a quant- -- a physical quantity count that's
8 part of -- that is included in identifying whether
9 something should be reported; is that correct?

10 MR. MAGLI: That's a methodology that was
11 employed, like I said.

12 MR. NAYLOR: Okay.

13 MR. MAGLI: They decided to find a
14 reasonability for --

15 MR. NAYLOR: Because if you have 10 items -- I
16 mean, if you have one item that's valued under
17 2,500, it's not a big deal; but if you have 10
18 items with -- there's a pattern.

19 MR. MAGLI: If we stratified, you know, the
20 information towards the whole populace of asset
21 records, then things can look a little different.
22 We want to be reasonable and accommodate a
23 reporting for you that would kind of make sense, or
24 not; but we're trying to make something that people
25 can measure to.

1 As far as how people manage the equipment and
2 all the various things, that's -- that's not
3 different, regardless of what is included in a
4 sample audit or a sample inventory. So that's --
5 that was the decision that was made and how they
6 were doing it. I think, collectively, they had
7 polled and queried many people, and that was what
8 they decided to do.

9 MR. NAYLOR: Thank you.

10 MS. FERTIG: Okay. May we have a motion?

11 MR. NAYLOR: Motion to transmit.

12 MS. SHAW: Second.

13 MS. FERTIG: Okay. Moved by Lew, seconded by
14 Bob.

15 MR. MAGLI: Mrs. Fertig?

16 MS. FERTIG: Yes.

17 MR. MAGLI: Mr. Whitney is here to talk about
18 the fund balances. Is there any way we can move
19 him, because he has a time --

20 MS. FERTIG: We are going to do that as soon
21 as we get this motion passed. Okay?

22 MR. MAGLI: Okay.

23 MS. FERTIG: So it's been moved and seconded
24 to transmit the property and inventory audit of
25 selected locations. All in favor?

1 COMMITTEE MEMBERS: Aye.

2 MS. FERTIG: Opposed?

3 Okay. Motion carries.

4 And we are going to go down to the fund
5 balance, number eight.

6 We have 28 minutes, and we have several things
7 we've got to get done, so --

8 Yes. Thank you.

9 MR. WHITNEY: Sure. So are there specific
10 questions to what you have on -- listed on the
11 agenda, or do you want me to point to the pages and
12 kind of talk through?

13 MS. FERTIG: I think if you can just give us a
14 quick presentation, and then we'll take -- take
15 some questions.

16 MR. WHITNEY: Okay. So there was the document
17 that was posted on the agenda that was the
18 board's -- board workshop from --

19 I'm sorry. Jeff Whitney, director of budget.

20 From the -- and I do apologize. I've -- I've
21 got a 12 o'clock ratings call with Standard &
22 Poor's, so I'm going to try to rush these.

23 MS. FERTIG: Just -- just move -- yeah, we've
24 got the same problem, so . . .

25 MR. WHITNEY: So at that workshop, there was a

1 presentation on February 17th that went through
2 some budget items and included in there, when we go
3 to -- page 12 was sort of a reconciliation of what
4 we see as the projected impacts that we expect
5 to -- to hit the District's fund balance.

6 The cumulative projection at that time was a
7 41.76 or \$41.8 million reduction to the initial
8 fund balance that was adopted. That would bring
9 the assigned and unassigned portion of the
10 District's fund balance down to 73.6 million, which
11 is the 3.08 percent that you see persistently in
12 the -- the budget reports that we're sending to the
13 Board, as we continue to project forward.

14 Of course, budget is fluid, and there is
15 things increasing and decreasing. So in the couple
16 of months past that, there has been some positive
17 revenue impacts, not really enough to -- to really
18 change our outlook of that 3.08 percent. So we are
19 looking at a pretty thin margin as we approach year
20 end.

21 Now that we're into May, soon into June,
22 there's going to be a lot happening as we're
23 working to close things out, see what the results
24 are of the hiring freeze, travel restrictions,
25 purchasing reviews. So, you know, there is a lot

1 in place to help ensure that we can end the year
2 and -- and stay above the 3 percent.

3 MS. FERTIG: Okay. And you have, on page 14,
4 a projected for June 30th, 2026, 3.21 percent, and
5 you say this was a February report.

6 Do you have any updates on that?

7 MR. WHITNEY: No, I mean, so, at this point in
8 time, we -- you know, when we look back at the
9 things that we anticipated are going to be
10 impacting us and when we started with some -- some
11 revenue, so we had the final calculation from the
12 State, we have got a projected revenue decline from
13 the third calc that we've estimated at 20 --

14 So this is on page nine of that same report.
15 It kind of goes through some of those revenue
16 impacts.

17 So those are the same things that we're still
18 seeing as those were projected out. We haven't
19 really seen anything revenue-wise that's going to
20 come in significantly different.

21 Some of the changes we've had recently were
22 because of some unexpected revenues that have come
23 in, not substantial, but better than -- than
24 negative.

25 We're continuing to look through our salary

1 projections and see -- as we've been going through
2 this hiring freeze, we see fewer positions in
3 the -- in the District's overall inventory of staff
4 positions, and so we see the expenses going down
5 there a little bit.

6 We're paying close attention to the projected
7 other wages, as there is -- and there were some
8 items that went in front of the school board to
9 talk about, supplements and stipends and -- and
10 those kinds of things; and so there is a strong
11 review there to make sure we are maintaining the
12 current burn rate, rather than increasing that
13 rate, because that would -- that would negatively
14 impact the fund balance.

15 MS. FERTIG: Okay. Let me just see who --

16 MR. WHITNEY: Yeah, sure.

17 MS. FERTIG: -- I think Lew and Phyllis had
18 questions.

19 MR. NAYLOR: Phyllis, go ahead.

20 MS. SHAW: Mr. Whitney, all of the changes
21 that you're talking about, FTE reduction, many of
22 those are not going to really impact your fiscal
23 year 25/26 budget; that's more so going to impact
24 your 26/27 budget. There may be some small changes
25 that could impact.

1 Have you started from a -- because at every
2 year, you should be looking at a budget amendment.
3 Have you started looking at your budget amendment?
4 Because we're -- we're going to be going into the
5 end of June in a minute, so we should be able to
6 project and start a budget amendment that should be
7 going to the -- going to your board to say that
8 these are the changes, amendment that we need to
9 the budget, number one.

10 Number two, was there a midyear budget
11 amendment that was done -- I could have missed it,
12 but I don't remember seeing one -- that could have
13 give -- shed us a little bit light on this.

14 Because if this was done in February and
15 you're talking about all these changes that are
16 taking place, then this 3.21 percent, there should
17 be a change to it, whether an increase or decrease.

18 MR. WHITNEY: Right, so the -- the 3.21 that's
19 in this report has actually been modified to 3.08
20 when you look at the recent budget reports that
21 have been posted by the -- that are posted on the
22 School Board's agenda.

23 And to your point about the FTE reductions, in
24 years past, you would absolutely be correct that
25 during the year there were not big changes. What

1 we've seen over the past two years is there is
2 still substantial changes in our enrollment daily,
3 and it's a negative trend. And it's something that
4 our demographers are looking at hard, because it
5 is -- it is -- it's a new phenomenon that we're
6 losing students during the school year.

7 And so, as part of this projection, when we
8 look at the revenue projections on that page 9, we
9 included an estimated \$27 million -- which is
10 significant -- reduction, because of FTE loss
11 during the current year that impacts the current
12 year's budget, and so that's included in these
13 projections.

14 MS. FERTIG: Where is your most recent report?

15 MS. SHAW: That's the problem. It's on the
16 school board website; it's not here. It's not --

17 MR. WHITNEY: Sure. It was at the -- it's on
18 the Board's agenda.

19 MS. SHAW: You're coming here --

20 MR. WHITNEY: Right.

21 MS. SHAW: -- with a report that's outdated.

22 MR. WHITNEY: I -- I didn't publish this
23 agenda, so . . .

24 MS. FERTIG: Could you -- can we just -- I
25 know we don't have much time, so I'm going to ask

1 if you can transmit --

2 MR. MAGLI: So the timing could be partly us.
3 What we asked him to do was provide an update.
4 That was the discussion that was in our last
5 meeting, was relative to that, so it wasn't --

6 MS. SHAW: Could we bring this back, please?
7 Because we don't have sufficient information to
8 really continue this discussion.

9 MS. FERTIG: If you could -- if you could,
10 just trans- -- just email us the most recent report
11 after this meeting.

12 MR. WHITNEY: Okay.

13 MS. FERTIG: Okay. I have Lew. Okay.

14 MR. NAYLOR: I just need -- I need help
15 understanding how these numbers tie to what's in
16 the policy --

17 MS. SHAW: It doesn't. I think we should
18 have --

19 MR. NAYLOR: -- because what is on this report
20 isn't reflecting the definition of what should be
21 reflected.

22 MS. FERTIG: So I'm just thinking, we really
23 don't have -- so we're at 3.0 --

24 MR. WHITNEY: We're looking at our projected
25 year-end balance right now is 3.08.

1 MR. NAYLOR: For unassigned?

2 MR. WHITNEY: For assigned and unassigned
3 combined.

4 MR. NAYLOR: But that's not what your policy
5 states, right?

6 MR. WHITNEY: Yes, it does, and that's what
7 the State's definition of the 3 percent target is,
8 is the assigned and unassigned. They eliminate
9 from that the non-spendable, the restricted and the
10 committed balances.

11 MS. FERTIG: Okay. I'm going to -- I know we
12 had a couple comments over here real quickly. If
13 you could, yeah, just go down the line here.

14 MR. DE MEO: Yeah, just -- just briefly, the
15 capital transfer, 20 million, was that approved by
16 the Board?

17 MR. WHITNEY: Yeah, it's -- it was reflected
18 in this workshop; and when it -- when it comes out
19 in the actual budget amendment is when the Board
20 would be approving it.

21 But it is -- it is related to
22 capital-budget-eligible activities that are
23 occurring in the general fund. And so it's -- I
24 mean, it's things that the capital budget is
25 eligible to pay for.

1 MR. DE MEO: Good. because that kind of robs
2 the future, right? That's what capital
3 expenditures are.

4 Second, the carryovers, 2-, 3-million bucks,
5 those are expenditures. Have you reduced the
6 carryovers into 3.08, or are they still
7 outstanding?

8 MR. WHITNEY: So the -- if funds carried over
9 and they're spent, then they wouldn't be reflected
10 in our fund balance, right? So that's part of the
11 fund balance calculation, is that we carried over
12 some funds and some of those funds get used.

13 We also have new funds that come in every year
14 that don't always get used, right, so --

15 MR. DE MEO: No, I understand that; but on
16 your presentation, there is two line items,
17 school-assigned carryovers, 1.8, 1.3, something
18 like that, 3 million bucks, which adds to
19 unassigned and is part of the 3 percent
20 computation.

21 In your 3.08 updated number, are there
22 still -- do those funds still exist or are they
23 different numbers?

24 MR. WHITNEY: We are anticipating that -- that
25 those funds will likely have been spent but that

1 there will be other funds that are part of the new
2 revenues that wouldn't have been that would replace
3 them.

4 MR. DE MEO: Okay. Lastly, on your full FTE
5 projections, I noticed that the decline in FTE
6 numbers for the charter schools is declining at
7 less of a rate than it is for the public schools.
8 So when you did your projection of the 27 million,
9 did you use the rate strictly for the public
10 schools which affects us? Because the other stuff
11 comes in and goes out; it's a wash.

12 MR. WHITNEY: Right, but we factored -- we do
13 factor in the total enrollment, right. So it's not
14 just our's; it's the charter schools, as well; but
15 we also, in doing that, know that their rate of
16 loss is less than ours. And so that's -- that's
17 built in.

18 MR. DE MEO: So that really -- I don't
19 understand that.

20 So does the 27 million --

21 MR. WHITNEY: The 27 million reflects our
22 impact. It doesn't reflect -- you know, that
23 reduction, if there is any reduction to the charter
24 schools, it's accounted for separately.

25 MR. DE MEO: Thank you.

1 MS. FERTIG: Okay. Go ahead.

2 MS. RABIDEA: Thank you. I'll be quick.

3 Okay. So just to start, on page two, I think
4 it would be helpful in future versions of this,
5 just a recommendation, to -- to break down by
6 percentage increase or decrease on here. I think
7 that would help a little bit visually, given that
8 it's at different scales.

9 MR. WHITNEY: Yeah, so just so you understand,
10 what the point of this slide is, is where we were
11 talking to the School Board, is to show to them
12 that we needed to get into an effort to look at,
13 especially, the level of staffing. As we see that
14 the enrollment has declined significantly and the
15 staffing level has stayed pretty flat, those two
16 things don't -- they don't line up well, right?

17 And so we -- that's why we've started, and
18 that's why the org chart realignment has such
19 significant reductions. Rather than having made
20 small reductions every year along the way while
21 enrollment was declining, the staffing levels have
22 stayed the same. And so there is this -- this
23 extreme need now to go have a pretty significant
24 reduction, which is, quite frankly, very -- very
25 painful.

1 You know, I had to sit down with members of my
2 staff. If you look at the org chart, you'll notice
3 that in the current version of the org chart, my
4 box is -- has an "X" through it, so there is a
5 change in my future with the District as part of
6 this realignment, too.

7 But the point of this is to -- is to show
8 that, while we're having these continuing and,
9 quite frankly, large enrollment declines, we
10 haven't been pulling back on the staffing level as
11 much, and that was really the major point of that.
12 But we could include some percentages in there to
13 kind of -- to show --

14 MS. RABIDEA: Maybe just next to the numbers
15 just to show --

16 MR. WHITNEY: Sure.

17 MS. RABIDEA: -- especially the more recent
18 ones, I think that would help.

19 And then also just thinking about the ratio of
20 the FTE to staffing, like what is the ideal that
21 we're hoping for, maybe, and I think that would
22 give us a little bit more context on that page to
23 understand the numbers better. That would be
24 helpful.

25 Okay. And then I did notice on three, there

1 were three programs that actually grew, and that
2 would be the K-3 ESE, four through eight ESE, and
3 then the ESE support level four, and I'm wondering
4 did the staffing also grow in those areas? Because
5 this has been a talking point where we're talking
6 about aligning staffing to enrollment. So in the
7 areas where we are growing, like ESE, where they
8 need --

9 MR. WHITNEY: Right. So the -- so the
10 staffing allocation model that we use to build
11 schools budgets does account for that. And so if
12 they need additional staff to meet the ESE
13 enrollments at their schools, then the allocation
14 model would be providing that.

15 MS. RABIDEA: Okay.

16 Okay. And then just two more. I'll be quick.

17 Has the District modeled the enrollment
18 decline scenarios over the next three to five years
19 yet, or is it only out through next year?

20 MR. WHITNEY: So it's -- it's -- in terms of
21 looking at real numbers, it's really just next
22 year; but we are also -- we are not seeing anything
23 in -- in Broward or in South Florida or in Florida,
24 in general, really, that tells us that it's going
25 to be significantly different than those kinds of

1 declines right now.

2 So there is a lot of things impacting that,
3 but we're starting to see -- as was noted earlier,
4 charter schools are down. That's unusual. That's
5 the first time that's happened in a long time.

6 We still see expansion of the scholarship
7 programs, the Florida Empowerment Scholarship to
8 some of those home-schooling options.

9 The birth rates are down, in general. So
10 there is fewer school-age children living in
11 Broward -- school-age children living in Broward
12 County now than there were 15 years ago.

13 At another meeting we were at one time,
14 Dr. Wanza kind of explained it a little bit just
15 through her family, saying that, you know, a couple
16 generations ago, mom had this many kids and then
17 the generation before, this many kids, and it's
18 just -- that's just a continuing trend.

19 I think the housing market, and the prices of
20 housing in South Florida, in particular, have a lot
21 to do with it. And there is something to be said,
22 because we're seeing some additional declines in
23 our -- in our ELL or our ESOL student populations
24 that have to do more with some -- some broader
25 political issues.

1 MS. RABIDEA: Okay. So -- and that really
2 brings me to my second-to-last question. Is the
3 District analyzing the exit for families, like why
4 they are leaving? Because it sounds like there is
5 a lot of reasons: home schooling, private schools,
6 affordability. But is -- is there a formal
7 analysis on this?

8 MS. SHAW: Madam Chair?

9 MS. FERTIG: Yeah.

10 MS. SHAW: On policy, those questions --

11 MS. RABIDEA: Is that for a different --

12 MS. FERTIG: Okay.

13 MS. RABIDEA: So I'll just --

14 MR. WHITNEY: The short answer is yes.

15 MS. RABIDEA: Okay. I'll hold that for
16 another time.

17 The last question, though, is around the fund
18 balance. Given the District's ongoing structural
19 funding pressures tied to enrollment decline, has
20 the District explored the creation of long-term
21 strategic investment reserve vehicles, beyond
22 traditional fund balance management?

23 And the reason I say this, right, is many
24 universities, foundations, public entities, they're
25 looking very creatively at -- at investment

1 strategies, public/private innovation partnerships,
2 land utilization strategies; and I know this is
3 all, right, ongoing.

4 But while investments carry risk, is there a
5 consideration or is the District exploring this
6 further?

7 MR. WHITNEY: We're always looking for
8 innovative ways to do good with the investments
9 within the -- within the structures and the
10 limitations that we have as a -- as a public
11 agency. There is other initiatives that are part
12 of the redefining process as we -- as we look at
13 what that means. There's some initiatives through
14 the redefining process, beyond just what it means
15 to schools or could mean to where we house some of
16 our staffing. So that, you know, potentially some
17 of the space in this building could be generating
18 some revenue.

19 Now, as we're looking at the fund balance for
20 the year in -- that we're currently in, there is
21 not a lot of time for those things to really come
22 to fruition; but as we continue to track what we
23 know is going to be an ongoing declining enrollment
24 and the revenue impact that has, yes, those things
25 are all under consideration and always open to new

1 ideas, also.

2 MS. RABIDEA: Yeah, maybe for a future
3 discussion.

4 Thank you. That's all I have.

5 MS. SHAW: Madam Chair, can I recommend that
6 we have a meeting --

7 MS. FERTIG: Yes, I know. I know.
8 Did you have a question on this?

9 MS. THEOPHIN-ATILUS: No.

10 MS. FERTIG: Okay.

11 All right. Thank you very much. We
12 appreciate it. If we could just get the most
13 current report --

14 MR. MAGLI: Yes, ma'am.

15 MS. FERTIG: -- that would be great.

16 MR. WHITNEY: So I just -- I want to clarify,
17 though, that that -- I mean, this report was done
18 specifically as a projection of looking at year
19 end, and those reports are more monthly budget
20 amendment reports --

21 MS. FERTIG: Yeah.

22 MR. WHITNEY: -- and budget actuals, so they
23 don't always have as much detail as this workshop
24 had.

25 MS. FERTIG: And this is -- and this is a

1 great report, so I appreciate your --

2 MS. SHAW: And the report is fine, but my
3 big -- bigger issue is, the policy has a
4 five-percent general fund, overall fund balance --

5 MR. WHITNEY: Target.

6 MS. SHAW: -- and at three percent --

7 MR. WHITNEY: It has a -- it has a target,
8 right.

9 MS. SHAW: It's a target.

10 MR. WHITNEY: It's a State-required -- there's
11 a State-required limit --

12 MS. SHAW: May I finish, Mr. --

13 MR. WHITNEY: I'm sorry. Yes.

14 MS. SHAW: This is not my -- this is what the
15 policy, whether there's target or not, and at three
16 percent. And the question you were asked a moment
17 ago, if that was a combined, and you said yes; but
18 a three percent assigned is in your policy out of
19 the five percent.

20 So part of the discussion we should have,
21 including any updated reports, are now telling me
22 the report is on the website, is that, that
23 explanation.

24 Because government overall, we are all
25 experiencing the same similar financial --

1 financial issues, and so -- but we have to be
2 prepared to better explain to the constituents the
3 issues that we're facing: How do we mitigate, what
4 are we planning to mitigate, versus the
5 information.

6 And I know you are only the -- the messenger
7 and there is no one here that's supporting you in
8 the questions that we're asking you, unfortunately,
9 but -- and these are tough questions and so -- and
10 you just said some of this may impact you,
11 personally, where you may not be here next year
12 to -- for us to ask you these hard questions. But
13 unfortunately, these -- these are hard questions.

14 So I would like for us to schedule a meeting,
15 even if it means that we send some of those
16 questions in advance, including some of the
17 questions Mariah has. This way we can give him
18 sufficient time to work with the team and others to
19 provide some of the information.

20 MS. FERTIG: Okay. I'm going to suggest --
21 we've got seven minutes left. I'm just going to
22 suggest -- can I just -- let me just make a
23 suggestion.

24 I'm going to look at the rest of this agenda.
25 What else do we have to vote on? And then we -- I

1 think we are going to need a special meeting on --

2 These are things -- the ones we don't have to
3 vote on, we can have a special meeting on and have
4 it virtual.

5 Mark, is there anything else we have to vote
6 on?

7 MR. MAGLI: I don't believe you have to vote
8 on the proposed audit plan. It was to get input --

9 MS. FERTIG: Right, so we can do a special --

10 MR. MAGLI: -- and to provide information to
11 me.

12 MS. FERTIG: We can do a special meeting for
13 that.

14 MR. MAGLI: The issue with that is that I do
15 have to get it to the Board.

16 MS. FERTIG: On what date?

17 MR. MAGLI: The 19th.

18 MS. FERTIG: Oh, okay. So --

19 MR. MAGLI: Obviously, I had a very
20 constricted timeline here so to get the plan
21 together to you and then on to the Board --

22 MS. FERTIG: All right. We're going to go to
23 Chris's question and then --

24 MR. MAGLI: It was my plan to bring it back
25 again after I get Board input, after --

1 MS. FERTIG: Yeah, I'm going to suggest that
2 we try a special meeting next week.

3 Let's go to Chris's question, finish this
4 item, because you have to get out of here, too; and
5 then we'll come to setting a date for -- to
6 conclude most of the rest of this.

7 Yeah, go ahead.

8 MR. UPTON: Mr. Whitney, thanks for your
9 report. My question is regarding the call that you
10 are about to have.

11 Do we currently have a rating with S&P? Or
12 no, sorry, with Moody?

13 You said it was Moody or S&P?

14 MR. WHITNEY: This call, I believe, is with
15 Standard & Poors. We actually have ratings from
16 both. I don't know what those current ratings are.
17 That's more a question for our treasurer.

18 MR. UPTON: It depends on the issue, but on
19 this particular issue, I don't see a rating.

20 So what are they looking for when they -- when
21 they speak with you?

22 MR. WHITNEY: So what they're looking for --
23 yeah, right, so it depends particularly on whether
24 this is a broader maintenance call or if it's one
25 that's related to some specific issuances.

1 I know we are doing some -- currently working
2 on some large equipment leases, and so there is --
3 there is different reasons they could be calling.
4 I think this one is a broader rating, just an
5 update on the -- because we haven't been as active
6 in the certificates of participation market while
7 we're doing our construction financings.

8 I don't know if everybody knows my history, I
9 did 26 years in the capital budget department with
10 the District, and I've been in the operating budget
11 role for a couple years, so I have got a lot of
12 experience with what we do in that facilities area.

13 Because we haven't been as active with them,
14 they may just be wanting to check in to see how
15 things are. Their analysts are very up to date
16 with what's going on, not just in Broward -- I
17 mean, they see -- when there is a news story, they
18 know about it, they've read it, they're studying
19 it. That's -- that's what they're -- they're paid
20 to keep track of.

21 And so they see what's going on, and they're
22 just wanting to check in to see what our policies
23 are, what our plans are, what kind of things we've
24 put in place, what some of the results we have seen
25 from some of the activities like the school

1 consolidations that we've had recently, and just
2 to -- to make sure that they have some confidence
3 that we're doing things in a way that's going to
4 keep the District, you know, having a -- you know,
5 in a beneficial place.

6 And, you know, there are issues that are
7 outside of the District's control sometimes,
8 like -- like the birth rates that are going to have
9 impacts, and that could have an impact on the
10 rating.

11 But they just like to have this -- this call
12 to kind of talk through those things.

13 MR. UPTON: Thank you.

14 MR. WHITNEY: You're welcome.

15 MS. SHAW: So the rating is, actually, not
16 very good. It's a negative outlook, so we do some
17 work.

18 But I think Fitch is AA-. Moody is Aa3. COPs
19 is for -- for Moody is A1, and COPs is -- I'm
20 sorry, Certification of Participation. And for
21 Fitch is A+. But the problem is it's a negative
22 outlook, and this is as of February.

23 So we do have some -- have some work that
24 we -- that we need to do, and we know that.

25 MR. WHITNEY: And a big part of that negative

1 outlook is that they know there is going to be
2 continuing declining enrollment, as they know that
3 our enrollment drives our -- our revenue.

4 MS. SHAW: Right.

5 MR. WHITNEY: We don't make --

6 MS. SHAW: We have some work to do.

7 MR. WHITNEY: We don't make widgets and sell
8 them. We only get funded when students show up.

9 MS. SHAW: We can turn the kids into widgets
10 and sell them. I'm just kidding.

11 MS. FERTIG: Thank you. I know we have got to
12 get you up to your call, so we're going to say
13 thank you so much, and we'll talk to you again --

14 MR. WHITNEY: All right. Appreciate it.

15 MS. FERTIG: -- if you don't mind.

16 So, okay. We -- we have several items on here
17 that we need to discuss, and I -- I'm just --

18 Mark, you're going to have to get your stuff
19 to be -- to -- for the agenda to be released on
20 Tuesday, right? On your audit plan?

21 MR. MAGLI: Yes, that's --

22 MS. FERTIG: But the only thing I can think of
23 is that we can get a virtual meeting on Tuesday
24 or -- I mean, on Wednesday or Thursday, because
25 there is a board meeting Monday. There is a board

1 meeting Tuesday, and they're really important
2 topics and you're going to be here.

3 So I'm just checking to see, do you all think
4 we can do a virtual meeting next Wednesday or next
5 Thursday? What's --

6 MS. SHAW: We can't even vote, but I think we
7 can take the plan to the Board and amend it later.

8 MR. MAYERSOHN: Can I make a motion to pass or
9 to move the audit plan subject to any input
10 provided by any members.

11 MS. SHAW: I'll second it, and then I'll say
12 that we will have another bite at the apple between
13 now and -- and -- because I think the board
14 meetings are proposed for -- we'll have one in
15 October.

16 So we'll have another bite at the apple
17 that's -- if we are having the changes, that we can
18 recommend them.

19 MR. MAGLI: So it was planned. That's why I
20 wanted to get it to you today and, you know, with
21 the selection committee meeting and all the things
22 and kind of logistics of it all, we shouldn't have
23 contracted it with the added things that we have.

24 Dr. Wanza is here to kind of talk about HANDY
25 and all of that, and I apologize because we ran so

1 short. The issue was, I wanted to get you that
2 information that you had asked for, including
3 Jeff -- Mr. Whitney.

4 Relative to that, the audit plan was intended
5 to go here, to the workshop with the Board for
6 their input, based on anything that you could
7 provide, and then come back to you again with the
8 idea of bringing the final in July.

9 So based on my requirements, I have it here in
10 May, and to be able to do that and make sure that
11 we can hit our -- our target deadlines, that's
12 what -- that's what I had to do.

13 MS. FERTIG: Okay. I'm going to still suggest
14 that we have a virtual meeting next week, and we
15 can say these are things we're discussing, so at
16 least it gets to the Board. If there is anything
17 critical that somebody has that they want to add
18 in -- I know we've talked about several things
19 throughout the year.

20 And I know we can't vote, but we can say:
21 These are things we are discussing and will be
22 voting on in our June meeting.

23 MR. MAGLI: Correct. The vote was intended to
24 go by way of the June meeting, after I've
25 incorporated all of the information --

1 MS. FERTIG: Right, exactly.

2 MR. MAGLI: -- and been able to adjust it
3 accordingly, as needed.

4 MS. FERTIG: So -- so, again, what is best for
5 you all? How are you next Wednesday and what time
6 of day, and how are you next Thursday and what time
7 of day?

8 MS. SHAW: Thursday is --

9 MS. FERTIG: You're fine either day?

10 MS. SHAW: I'm flying on Thursday, so --

11 MS. FERTIG: Wednesday, okay.

12 How many people can do virtually Wednesday?

13 MR. MAYERSOHN: What is Wednesday?

14 MS. FERTIG: Wednesday the 13th, right?

15 Okay. In the morning? Okay.

16 Wednesday morning, 10 o'clock, are we good?

17 MULTIPLE COMMITTEE MEMBERS: Yes.

18 MS. FERTIG: Yes. All right. I'll work with
19 Mark. We'll get that out.

20 All right. I don't know how long the HANDY
21 report is, but I know we're at 12 right now.

22 MR. MAGLI: I would just lend this and then
23 see if there is anything more.

24 Dr. Wanza and I discussed it. There was, in
25 fact, a settlement that was reached, if you want to

1 have the specifics on that we could do that really
2 quick; otherwise, I don't want to delay the next
3 version of it.

4 MS. FERTIG: We do that -- do you want to do
5 it now, or can we do it Wednesday? Which one?

6 DR. WANZA: We can do it. It won't take long.

7 MS. FERTIG: Okay. All right.

8 MS. SHAW: Madam Chair, motion to extend the
9 meeting for a few minutes?

10 MS. FERTIG: Okay.

11 MR. NAYLOR: Second.

12 MS. FERTIG: All in favor?

13 COMMITTEE MEMBERS: Aye.

14 MS. FERTIG: Okay. Great.

15 Mark, can you advertise that meeting for
16 Wednesday --

17 MR. MAGLI: Yes, ma'am.

18 MS. FERTIG: -- like immediately so we have
19 enough time?

20 MR. MAGLI: Derek was already working on it.

21 MS. FERTIG: Thank you.

22 Thank you, Derek.

23 Dr. Wanza?

24 DR. WANZA: Good afternoon.

25 I'm Valeria Wanza, the Chief Strategy and

1 Innovation Officer, and I've had the pleasure
2 since, I think, mid-January, Mr. Akagbosu and his
3 team is under Strategy and Innovation temporarily.

4 The Board did reach a settlement agreement, so
5 I'm going to have Mr. Akagbosu just explain the
6 date, the board meeting it went to, the terms, the
7 status, and then if you have any questions.

8 MR. AKAGBOSU: So, good morning, committee
9 members. Christopher Akagbosu, Director of
10 Facility Planning & Real Estate.

11 So the Board reached a settlement agreement.
12 They had a meeting on February 10, '26. The
13 settlement agreement was for a payment, a total
14 dollar amount of \$355,525 for an initial total of
15 270,525 with a credit of \$85,000 which was a
16 security deposit, so that was credited into the
17 355. So the Board now owed 270,525.

18 That 525 payment is supposed to be made in
19 three payments, which are pretty much the last
20 payment is going to be coming due.

21 So there was an initial payment of 228,025;
22 and then, on April 1, there was a payment --

23 I mean, broken down, you know, for 14,167 to
24 be paid in three installments. First payment was
25 in April. Second payment was in May 1, and then

1 the last payment is coming due on June 1. Once
2 that is done, then pretty much everything is over.

3 Then, HANDY, as part of the settlement, is
4 supposed to also advertise the building for lease
5 or sale; and if they get a tenant prior to June 1,
6 then that payment doesn't take place, because you
7 can't double-dip.

8 As of now, they are supposed to be providing a
9 monthly report regarding advertising. They have
10 given us that report that so far, they haven't
11 gotten any tenant. So pretty much, that's where we
12 are.

13 MS. FERTIG: Okay. Questions?

14 MS. ROSAS: Are we talking about the HANDY
15 lease? Is that what this is?

16 MS. FERTIG: Yes.

17 MR. AKAGBOSU: Correct.

18 MS. ROSAS: Okay. Thanks.

19 MS. FERTIG: Thank you.

20 MS. THEOPHIN-ATILUS: I'm sorry.

21 MS. FERTIG: Yeah, go ahead.

22 MS. THEOPHIN-ATILUS: I missed the beginning.

23 So in total, how many settlements do we have,
24 and then what's the grand total?

25 MR. AKAGBOSU: There was a grand total of

1 355,525. As part of the settlement, the School
2 Board had had a deposit of \$85,000 as a security
3 deposit, so that was credited to us, that total
4 dollar amount. Once we factor that dollar amount,
5 you know, we had 270,000 left. So that payment was
6 now supposed to be made in three payments of
7 14,666.66 cents. So the payments have been made,
8 you know, April 1, May 1; last payment, June 1,
9 that's coming due.

10 MS. THEOPHIN-ATILUS: But it's one settlement?

11 MR. AKAGBOSU: Yes, one settlement, and once
12 the settlement is done, then everything is over.

13 MS. THEOPHIN-ATILUS: Thank you.

14 MS. FERTIG: Okay. Thank you very much.

15 Okay. So we're going to look at Wednesday at
16 10 for the remainder of the agenda. Is there
17 anything else you want on that agenda, any other
18 information?

19 I think some of the procedural things we
20 talked about today we don't have to vote on so we
21 can do them there.

22 Lew?

23 MR. NAYLOR: Can we get an explanation of the
24 fund --

25 MR. MAYERSOHN: Microphone. Microphone.

1 MS. FERTIG: An explanation of?

2 MR. NAYLOR: Of the fund balance relating to
3 my question?

4 MS. FERTIG: Yeah, we'll -- we'll have that --
5 we'll have the most up-to-date report --

6 MR. NAYLOR: Right, but it --

7 MS. FERTIG: -- on this.

8 MR. NAYLOR: The report, the numbers shown,
9 don't tie to what the policy says, I believe.

10 MS. FERTIG: Yeah. Okay.

11 MR. MAGLI: I will -- I will seek a better
12 clarification and explanation for it by next
13 meeting.

14 MR. NAYLOR: Thank you.

15 MS. SHAW: Could we ask that Mariah send you
16 the question that she has related to P3 or --

17 MR. MAYERSOHN: Microphone.

18 MS. SHAW: I'm sorry.

19 MS. FERTIG: Yes, can you send -- can you send
20 those to Mark, and he'll communicate with us?

21 MS. RABIDEA: Yes, I'll send those to Mark.

22 MS. FERTIG: Thank you.

23 Okay. And I just want to tell you two quick
24 things.

25 One, your -- at our last meeting, you

1 suggested that we have a parent university on
2 finances. We did that in conjunction with the
3 Parent/Community Involvement Task Force. It was
4 very successful, and so I just wanted to let you
5 know: Great job, guys. Good idea, and it worked.

6 And, two, I have my Board report on Tuesday,
7 and so if there is anything you want me to include
8 in that, please email it to Mark and he will get it
9 to me.

10 I know you had a lot of good ideas today about
11 things as far as internal funds, and we won't have
12 the minutes -- or maybe we will. I don't know.

13 But if you could just email Mark with anything
14 you want included in our monthly board report,
15 so --

16 MS. SHAW: Motion to adjourn.

17 MS. THEOPHIN-ATILUS: Wait. I have a --

18 MR. MAYERSOHN: Are we adjourning actually?

19 MS. SHAW: Yes, we have to adjourn. We have a
20 different meeting.

21 MS. FERTIG: Yeah, you have a new meeting. We
22 have to get --

23 MR. MAYERSOHN: No, no, no, but we're
24 continuing this meeting --

25 MS. SHAW: No.

1 MR. MAGLI: -- do we adjourn or we --

2 MS. SHAW: We need to adjourn.

3 MS. THEOPHIN-ATILUS: Let me ask a question.

4 I'm sorry, because I'm used to -- I'm 20 years of
5 healthcare compliance, so I'm learning amongst you
6 guys.

7 But I wanted to make a motion, I don't know if
8 we're going to do it later on the -- the -- I guess
9 the audit planning. But I feel strongly about what
10 Mr. Strauss was saying, and I want to make a motion
11 that we move the high schools sequenced to the
12 beginning of the audit so that the findings -- I'm
13 sorry. I wrote it down.

14 -- so that the reoccurring findings that we
15 are getting can be brought to the attention before
16 budgets are closed.

17 MS. FERTIG: Okay. You've made the motion, is
18 there a second?

19 MR. NAYLOR: Second.

20 MS. FERTIG: Okay. Any discussion?

21 MS. RABIDEA: Yeah, I think there was --

22 MS. FERTIG: Moving the high school process
23 up --

24 MS. SHAW: I don't think we need a motion.

25 MS. RABIDEA: There was some feedback, though,

1 from -- from both of them about why that wouldn't
2 make sense. Can we maybe just get some clarity
3 here?

4 MR. MAYERSOHN: You're talking about -- not
5 budget, you're talking about auditing internal
6 funds?

7 MS. THEOPHIN-ATILUS: Correct.

8 MS. GOULDBORNE: So, quickly, we have a
9 50 percent requirement -- that it has to be done --
10 of the fund balance by March. So we organize the
11 schools by that time.

12 We only have a limited amount of auditors. So
13 we do the biggest first and we have auditors with
14 seniority that can do those, so those are assigned
15 and they -- they're done in that sequence so --

16 And then, if there are issues or problems,
17 they take longer to audit, so they can't be brought
18 to one meeting, they'll be brought to the second.

19 So that's the sequence.

20 MS. THEOPHIN-ATILUS: We do those earlier,
21 early?

22 MS. GOULDBORNE: We do. The biggest schools
23 are the high schools, so they get done in the
24 beginning of the year.

25 MS. FERTIG: It may be something we may have

1 to get more information on. Apparently there is
2 eleven high schools.

3 MS. SHAW: Can we withdraw the motion then?

4 MS. FERTIG: Okay. Huh?

5 MS. SHAW: Can you withdraw the motion then?

6 MS. FERTIG: Can you withdraw that motion, or
7 do you want to defer it, or what do you want to do?

8 MS. THEOPHIN-ATILUS: I'll defer it.

9 MS. FERTIG: Okay. We'll pick it up at our
10 next -- our June meeting.

11 Our June meeting is going to be really full.
12 I'm going to ask that we start at 9:30 and plan to
13 go to 12:30.

14 And is there -- there is a motion to adjourn.
15 All in favor?

16 COMMITTEE MEMBERS: Aye.

17 MS. FERTIG: Opposed?

18 Okay. Thanks, everybody.

19 (Whereupon, the proceedings were adjourned at
20 12:10 p.m.)

C E R T I F I C A T E

THE STATE OF FLORIDA)
COUNTY OF BROWARD)

I, EMILY SCOTT, certify that I was
authorized to and did stenographically report the
foregoing proceedings and that the transcript is a
true and complete record of my stenographic notes.

Dated this 23rd day of May, 2026.



EMILY SCOTT, Shorthand Reporter and
Notary Public, State of Florida at Large
Commission No.: HH 464418
My commission expires: December 14, 2027

A				
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